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ABSTRACT

This textbook is designed for use by Peace Corps volunteers learning Kirghiz in preparation for serving in Kirghizstan. It takes a competency-based approach to language learning, focusing on specific tasks the learner will need to accomplish through language. Some competencies are related to work tasks and others to survival needs or social transactions. An introductory section gives basic information about Kirghiz phonology, alphabet, and grammar. The instructional materials consist of lessons on 12 topics: personal identification; conversation with a host counterpart or family; general interpersonal communication; food; money; transportation; getting and giving directions; shopping at the bazaar; being invited by a Kirghiz family; workplace interactions; medical and health issues; and interaction with government officials. Each lesson contains related cultural notes and segments on a number of specific competencies. Each competency is accompanied by a dialogue in Kirghiz, a vocabulary list, grammar and vocabulary notes, and in some cases, a proverb. Appended materials include charts of grammar forms, translations of the dialogues, a Kirghiz-English glossary, a Kirghiz-English supplemental word list by category (occupations, expressions of time, the calendar, signs and directions, useful classroom phrases, colloquial expressions, useful words, numbers), and a list of source materials. (MSE)

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Kirghiz

Language Competencies
for
Peace Corps Volunteers
in
Kirghizstan

by

Ilse Cirtautas

1993

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PEACE CORPS
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Dear Peace Corps Volunteer in Kirghizstan:

The Kirghiz language text is a very important tool for properly preparing Peace Corps Volunteers for service in Kirghizstan. Your time of service in Kirghizstan will be of great benefit to the people of that historic land.

Knowing the language is of course a key element in our programs everywhere, and I hope that you keep this text with you for quick and easy reference at all times. This text is designed to put you at ease in the Kirghiz culture by making you as conversant as possible, as rapidly as possible, with the most immediate and day-to-day kinds of language situations you are apt to encounter in your tour in Kirghizstan.

I would like to take this opportunity to thank each of you for your service to Peace Corps, the people of Kirghizstan and the people of the United States. Your gift of yourself is truly appreciated.

Sincerely,

John P. Hogan
Acting Director

PEACE CORPS
OF THE UNITED STATES

Acknowledgments

This book is one of five Peace Corps language texts prepared under the supervision of Nancy Clair in early-1993. It is hoped that this draft will be helpful in the initial language training for Volunteers in Kirghizstan. Most language text books take years to complete; this text was planned, written, and printed in less than four months. Working at a great distance from the country where this language is to be learned and spoken by the Volunteers, the authors have gone to great lengths to provide authentic language and as much useful explanatory material as possible. The book will certainly benefit from revisions, additions, and improvements in subsequent editions, but we are proud to have this volume ready for use by the first group of PCVs to serve in Kirghizstan. It is the result of work not only by the author, but also by Nancy Clair and staff at Peace Corps Washington headquarters, especially, Toni Borge and Janet Paz-Castillo, Training Officers for EME. The textbook project was initiated by the EME Region. I have been responsible for editing the English prose and providing technical support.

Douglas F. Gilzow
Language Training Specialist
Office of Training and Program Support

April 1993

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Ilse D. Cirtautas
Seattle, WA

Preface

This book is intended to be used in a competency-based language training program. A competency-based approach to language training is one which focuses on the specific tasks that learners will need to accomplish through language. This approach focuses not only on language, but also on the cultural context and purpose of communication. Some competencies are closely tied to work tasks, such as reporting an absence, explaining a procedure, or making an appointment with a supervisor. Others reflect basic survival needs like buying food, handling emergencies, and using local transportation. Still other competencies are part of ordinary social transactions, such as discussing home and family, requesting clarification, or expressing likes and dislikes. The competencies includeed in this book are those which we anticipate Peace Corps Volunteers will need most during their initial months in the country.

The competency-based approach is particularly well-suited to adult learners, who bring many advantages to the language classroom. First, they are experienced learners whose cognitive skills are fully developed. This means that they can make generalizations, understand semantic and syntactic relationships and integrate the new language into their already developed first language. Second, adult learners are self-directed and independent. They have strong feelings about how and what they need to learn, and they take responsibility for that learning. Finally, adult learners--especially Peace Corps Volunteers--are highly motivated. They understand the importance of being able to communicate in the new language in this new endeavor they have undertaken.

The competency-based approach takes advantage of these strengths that adults have as language learners. First, it is designed to be relevant. Because lessons are based directly on the needs of the learner, there should be no doubt as to their usefulness. Those which are not relevant should be omitted, and any essential competencies which have been overlooked should be added. (It is expected that further needs assessments will be conducted in order to plan revisions to this text). Second, basing instruction on competencies means that goals are clear and concrete. The learners know what success will look like from the start and can assess their own progress toward mastery of the competencies. Third, competency-based language programs are flexible in terms of time, learning style, and instructional techniques. There is no need to linger over a lesson once mastery of a competency has been demonstrated and, within program constraints, extra time can be devoted to more difficult competencies. Lessons can--and should be-- taught through a variety of

techniques, since different learners benefit from different kinds of approaches. And there is always room for experimenting with new methods, combining them with more familiar ones.

It is hoped that, with the help of trained Peace Corps language instructors, this book will provide the basis for interesting, relevant language instruction which will enable new Peace Corps Volunteers to function effectively in their new surroundings and to begin the process of continuing their language learning throughout their time of service.

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A BRIEF INTRODUCTION TO THE KIRGHIZ LANGUAGE

0.1 Kirghiz is the official language of the Republic of Kirghizstan, or as the Kirghiz say, "The Kirghiz Republic" (Кыргыз Республикасы). Kirghiz is also spoken by groups of Kirghiz living in the neighboring republics of Kazakhstan, Uzbekistan, and Tajikistan. There are also large numbers of Kirghiz located in Xinjiang (Northwest China) and in Turkey. No reliable account of the total number of the Kirghiz exists.

According to Soviet statistics, which tended to underestimate the numbers for the indigenous population in the non-Russian republics, in Kirghizstan itself the Kirghiz comprise 52% of the total population of approximately 4.6 million. Nearly 20% belong to groups ethnically related to the Kirghiz: Uzbeks, Kazakhs, Tatars and Uighurs. The rest are Russians, Ukrainians, Germans and others.

0.2 The Kirghiz language belongs to the family of the Turkic languages, which together with Mongolian, Manchu-Tungus, and possibly Korean and Japanese, are a part of the Altaic Language Family.

Within the Turkic languages, Kirghiz occupies a special position. Most scholars include Kirghiz in the Central or Kipchak Turkic language sub-group along with Kazakh, Karakalpak and Nogay. However, Kirghiz displays many linguistic peculiarities not shared by other members of the Kipchak Turkic group. For example, Kirghiz observes laws of labial harmony, similar to those prevailing in Altay (Oyrot), spoken by a group of Turkic peoples living in the Altai mountains northeast of Kirghizstan. Therefore, the Russian scholar N.A. Baskakov classified Kirghiz together with Altai into a special group which he called the Kirghiz-Kipchak sub-group. Other scholars (J. Benzing, Karl H. Menges) also agree that the history of the Kirghiz people and certain characteristics of their language indicate a closer connection with Altay (Oyrot).

0.3 Major Characteristics of Kirghiz

0.3.1 Agglutination: Stems and Suffixes

Kirghiz, like all other Turkic languages, is an agglutinative language. Agglutination (<Latin *ad+glutinare* "to glue together") in the Turkic languages means to add ("glue") mono-functional suffixes to simple unchangeable stems, identical with base words, or derived stems. The suffixes form words and express grammatical concepts such as plural, cases, possession, etc.

Agglutination occurs also in the inflectional Indo-European languages, but in contrast to the Turkic languages the suffixes added are poly-functional. For example, the ending *s* in English denotes two functions: a) plural, as in *gardens*, b) genitive, as in *garden's*. It is also to be noted that English does not solely rely on agglutination in forming grammatical concepts. The plural, for example, can also be rendered through vowel changes: mouse: mice; child: children, etc.

In contrast to English, the Turkic principle of agglutination, as it also applies to Kirghiz, is strikingly regular and consistent. Suffixes in Kirghiz consist either of a closed or an open syllable with either a/e or ы/и (ï/i) as basic vowels. An exception is the verbal noun suffix *-уу /-үү* (see p. 37). Suffixes formed by one vowel or one consonant are rare.

As a rule, Kirghiz stems or base words are also mono-syllabic, e.g., *баш* "head", *кел-* "to come".

0.4 RULES FOR ADDING SUFFIXES TO STEMS

When adding suffixes to stems, Kirghiz follows certain morphological and phonological rules:

0.4.1 Division between Verbs (verbal stems) and Nouns (nominal stems):
In terms of suffixation the Kirghiz vocabulary is strictly divided between nouns and verbs. Only two kinds of suffixes exist: suffixes to be added to verbal stems and suffixes to be added to nominal stems. In order to visualize the strict separation between nouns and verbs it has been the practice to designate verbal stems with a minus (-) sign and nominal stems with a plus (+) sign. A verbal stem corresponds to the infinitive of an English verb.

Examples:

ат	"name"	ат+ым+	"my name"
кел-	"to come"	кел-иш-	"to come together; to agree"
		кел-иш-им+	"agreement"
оку-	"to study"	оку-т-	"to make study, i.e., to teach"
		оку-муш+	"studied"
		оку-муш+туу	"scholar, learned person"

0.4.2 Phonological Rules: Laws of Vowel Harmony and Consonant Assimilation

In addition to the above rule of distinguishing between verbal and nominal stems and suffixes, Kirghiz also employs rules of vowel harmony and consonant assimilation when adding suffixes to verbal and nominal stems.

0.4.2.1 Palatal-Velar Vowel Harmony

Kirghiz divides all vowels into palatal (front) and velar (back) vowels:

a) front vowels: е (э) и ө ү
b) back vowels: а ы о у

In a Kirghiz word, i.e., stem plus suffixes, only front vowels or back vowels can occur, but never a mixture of the two. The stem vowel determines the quality of the vowels in the suffixes (progressive assimilation). If the stem contains a back vowel, all following vowels have to be back vowels too. The same rule applies for stems with a front vowel:

Examples:

кыз+	"daughter"	кыз+ым	"my daughter"
эне+	"mother"	эне+м+де	"at my mother"
сөз+	"word"	сөз+дөр+дөн	"from the words"
бил-	"to know"	бил-дир-	"to let know, to express"
		бил-дир-ет	"it expresses".

•Note:
The quality of the vowels added to a foreign noun is determined by the vowel in the last syllable:

диалект	"dialect"	диалект+тер	"dialects"
фонетика	"phonetics"	фонетика+лык	"phonetical".

0.4.2.2 Labial Harmony I

The above rules of palatal-velar harmony have to be observed first, before the following rules of labial harmony can be applied.

After stems containing either a front (ө, ү) or a back (о, у) labial, suffixes with the basic vowel ы or и change the latter to the corresponding labial у or ү.

Examples:

ой	"thought"	ой+суз (<сыз/сиз "without")	"thoughtless"
көз	"eye"	көз+сүз	"without eyes, i.e., blind"

0.4.2.3 Labial Harmony II (Labial Attraction)

This law is an extension of the above rules of Labial Harmony I, extending the effects of labialization also on the suffix vowels a/e, which are changed into о and ө respectively, after a preceding о, ө and ү. Note: no labial attraction takes place after у.

Examples:

кол+	"arm, hand",	кол+дор	(<+лар) "arms, hands"
жол+	"road",	жол+до	(<+да loc.case) "on the road"
but: окуу+	"studying",	окуу+га	(<+га dat.case) "for studying"

0.4.2.4 Consonant Assimilation

When adding suffixes with the initial consonants л (l), н (n), д (d), г (g), б (b) to stems ending in voiceless consonants, liquids and nasals, Kirghiz assimilates the initial suffix consonant to the stem final consonant. These consonant changes will be indicated with each suffix introduced in the following materials.

0.5 ORDER OF SUCCESSION OF SUFFIXES

Word-forming suffixes are added first to the stems, followed by grammatical suffixes (plural, prossessive, case suffixes, etc.)

Examples:

оку-	"to study"
оку-муш+	"studying"
оку-муш+туу	"scientist, scholar"
оку-муш+туу+лар	"scholars"
оку-муш+туу+лар+ыбыз	"our scholars"
оку-муш+туу+лар+ыбыз+дын	"of our scholars"

In noun formations a case suffix occupies the final position. In verb formations the negative suffix -ба-/-бе (>-па-/-пе-, etc.) is added first to simple or derived verb stems.

кел- "to come"	кел-иш- "to come together; to agree"
кел-бе- "not to come"	кел-иш-пе- "not having agreed"
оку- "to read"	
оку-ба- "not to read"	оку-т-па- "not to teach"

0.6 THE KIRGHIZ ALPHABET

0.6.1 General Remarks

During the course of their history the Kirghiz have used a number of scripts. Their first alphabet was the Orkhon-Yenisey script, also called the Turkic Runic script, which survived in inscriptions on funeral and memorial stones dating back to the 8th century AD. The "Runic" script was also used by other Turkic peoples probably until the 10th century AD. From that time on most Turkic peoples gradually adopted the Arabic alphabet in connection with their conversion to Islam. It is not known what script the Kirghiz used until Islam reached them too, which happened only in the 19th century.

The Arabic script which the Kirghiz started to use in the 19th century was modified in 1923 and signs were introduced to distinguish the vowels o, u, and ö, ü. In 1927 the Kirghiz, together with all other Turkic peoples of the former Soviet Union, adopted a common Latin alphabet. This alphabet was replaced in 1941 by the Cyrillic, with a few additional letters for sounds non-existing in Russian: ө, ү, and ң. The Cyrillic alphabet is still used today. A decision has, however, been made to switch in the future to the Latin script.

0.6.2 Kirghiz Alphabet and Rules of Pronunciation

Аа [a]	like *a* in English *gun*
Бб [b]	like *b* in English *band*
Вв [w]	like *w* in English *wise*
Гг [g]	like *g* in English *go*
Дд [d]	like *d* in English *door*
Ее [e]	like *e* in English *pen*
Ёё [yo]	like *yo* in English *yoke*
Жж [dj]	like *j* in English *jam*
Зз [z]	like *z* in English *zoo*
Ии [i]	like *i* in English *kiss*
Йй [y]	like y in English *yes*
Кк [q]	is pronounced back with back vowel: ***кыз***
[k]	is pronounced front with front vowels: ***көл***
Лл [l]	like *l* in English *cold.*
Мм [m]	like *m* in English *me*
Нн [n]	like *n* in English *now*
Нң [ŋ]	like the combination of *ng* in English *hunger*
Оо [o]	like *o* in English *wrong*
Өө [ö]	like umlaut *ö* in German
Пп [p]	like *p* in English *plum*
Рр [r]	like *r* in English *rose* but front
Сс [s]	like *s* in English *sun*
Тт [t]	like *t* in English *tan*
Уу [u]	like *u* in English *cool*
Үү [ü]	like umlaut *ü* in German
Фф [f]	like *f* in English *far*
Хх [h]	like *h* in English *hard*
Цц [ts]	occurs only in Russian loan words
Чч [č]	pronounced like *ch* in English *change*
Шш [š]	like *sh* in English *shall*
Щщ [šč]	occurs only in Russian loan words
Ъъ	hard sign, occurs only in Russian loan words
Ыы [ï]	like *i* in English *pit*, but short
Ьь	soft sign, occurs in only Russian loan words
Ээ [e]	occurs only in word initial position, pronounced like *e*
Юю [yu]	like *yu* in English *you*
Яя [ya]	like *ya* in English *yard*

0.7 Parts of Speech

0.7.1 Nouns

0.7.1.1 Declension of Nouns

Kirghiz has six cases: nominative, genitive, dative, accusative, locative and ablative. As in other languages, cases show the relationship of nouns to other words in the sentence. With the exception of the nominative, which has no case marker, all other cases are formed by adding case suffixes to noun stems (ат "horse") or derived noun formations (ат+тар+ым "my horses"). A case suffix is the last suffix to be added to nouns. It follows plural and possessive suffixes (ат+тар+ым+а "to my horses").

The nominative functions as the subject of the sentence: окутуучу келди "the teacher came." The genitive is used to express definite ownership, e.g. "the teacher's house" is rendered in Kirghiz окутуучу+нун үй+ү (teacher-of; house-his). The dative case renders direction, expressed in English by the prepositions: "to, into, towards." The accusative states the definite direct object. The locative indicates location, rendered in English by the prepositions "in, at, on." The ablative expresses separation (English "from").

0.7.2 Verbs

0.7.2.1 Tenses

Tenses are formed in Kirghiz from verbal nouns (e.g. кел-ген+) to which personal pronouns or possessive suffixes are added.

In past tense formations, Kirghiz does not emphasize the action itself but the physical position of the speaker in regard to the action. It is more important in Kirghiz to establish where the speaker was when the action happened. Was he/she an eyewitness or did he/she only hear about the action? If the latter is the case, then the question of whether the speaker heard about it from reliable or unreliable sources must be answered. It is also important to indicate a past action or situation of which the speaker had no previous knowledge but learned *later* about through reliable sources. In each instance, the speaker's position is clearly defined by different past tense formations.

Future tenses differentiate between the speaker's perception of whether an action will definitely take place or whether its execution is doubtful.

0.8 WORD ORDER

The basic word order in a Kirghiz sentence is subject-object-predicate.

The predicate, either noun or verb predicate, stands at the end of the sentence. The predicate includes the person/subject:

келди	"(I saw) he/she/it came" (lit.: came-he)
окуучумун	"I am a teacher" (lit.: teacher-I)

Direct and indirect objects precede the predicate. Expressions of time and locality precede the objects or, in their absence, are placed before the predicate-subject.

Noun subjects, placed at the beginning of the sentence, are only necessary to identify the third person predicate-subject, because Kirghiz, like all other Turkic languages, does not distinguish gender (see 0.9.1):

Кат жазды	"he/she/it wrote a letter" (lit.: letter wrote-he/she/it)
Гулнара кат жазды	"Gulnara wrote a letter."

0.9 MAIN DIFFERENCES BETWEEN KIRGHIZ AND ENGLISH

0.9.1 Kirghiz has no grammatical gender. It does not distinguish between female, male or neutral forms. Depending on the context the third person singular pronoun *ал* may be translated as "he, she or it." Similarly, the third person in tense formations may be referring to "he, she or it". The third person possessive suffix as in *китеби* does not differentiate between "his, her or its book."

0.9.2 Kirghiz has neither a definite article ("the") nor an indefinite article ("a, an"). Only the context indicates whether or not to translate a noun with a preceding definite or indefinite article.

0.9.3 Kirghiz has no auxiliary verb "to have (not)." Instead, it uses the phrase "my-so-and-so exists (does not exist)": үй+үм бар (жок) "my house exists (does not exist)", i.e., "I have (not) a house."

0.9.4 Kirghiz has no modal verbs such as English "can, could, may, might, will, shall, should, must." Each of these words requires a rephrasing in Kirghiz. For example: "I must go" is rendered as "my going is necessary" бар-уу+м (or: бар-ыш+ым) керек. "I can go" translates into бар-уу+м мүмкүн "my going is possible" or бар-а аламын/алам.

Various constructions are also used to express English: shall, will, want:

бар-гы+м келди	"I want to go" (lit.: "my desire to go has come");
бар-айын	"I will go".

0.9.5 Kirghiz has no verb "to need". The English phrase "I need bread" is expressed as "to me bread is necessary": мага нан керек.

0.9.6 Although direct imperative forms exist, Kirghiz frequently refrains from using them in polite speech. A command will be rendered as advice: "if you do so, it would be good" meaning "you should do it", e.g., үйгө барсаңыз жакшы болот.

0.9.7 Instead of prepositions Kirghiz uses postpositions requiring specific case suffixes of the preceding noun as, e.g., кийин "after":

мектеп+тен (abl.) кийин	"after school".

0.9.8 For expressing adverbs of manner like "always, fast, unexpectedly," Kirghiz makes use of verb compounds consisting of the main verb in a converbial -(ы)п/-(и)п or -а/-е form followed by a verb denoting a movement of the human body ("to come, to go, to run, to give, to take", etc.) which describes how the action expressed in the converbial form proceeds:

Бул мектепте окуп жүрмүн	"I study (for some time) at this school" (lit.: I study and go on, doing so).

0.9.9 Finally, Kirghiz has neither dependent clauses, nor does it have subordinating conjunctions ("when, before, after, since, while, that, which, who, " etc.). The English dependent clause "when he came" is rendered as "at (his) coming": кел-ген+де.

Likewise, English relative clauses correspond in Kirghiz to attributive phrases: "a letter which was written" translates into "having written letter": жазыл-ган кат.

TOPIC 1:
PERSONAL IDENTIFICATION

CULTURE NOTE: **The Kirghiz**

COMPETENCIES:

1. To exchange greetings and inquiries of well-being
2. To introduce and identify oneself
3. To ask for permission to enter
4. To ask for permission to leave/to say goodbye

THE KIRGHIZ

Very little is known about the earliest history of the Kirghiz. In an inscription, written on a funeral stone in 732 AD, the Kirghiz people are mentioned as having become the subjects of another Turkic people, the nomadic Kök Turks. At that time the Kirghiz lived north of the Kök Turks, in the region of the upper Yenisey River. They were hunters and to a certain extent cattle breeders. By 845 AD the Kirghiz established themselves in the realm of their former masters who had been overthrown in 742 AD by the Uygurs, another nomadic Turkic tribe. The Kök Turks and Uygurs who had ruled their domains from the Ötükän mountain region, located between the rivers Orkhon and Selenga in present-day Northwestern Mongolia, maintained throughout their history a war and trade relationship with China. This relationship was not continued by the Kirghiz, who are rarely mentioned in Chinese records. It seems that they kept themselves away from Chinese interference and influence.

In 940 AD the Kirghiz were driven out of Northern Mongolia by the Kitay, a Mongolian people, and returned to the Yenisey region which they appeared to have kept under their control. The next major event in the history of the Kirghiz is their expulsion from the Yenisey into the Altay mountains by the Mongols of Chinghiz Khan in the 13th century. Only in the 16th century did the Kirghiz arrive in their present habitat, the mountain territory of Kirghizstan. Around 1750 the Kalmuks, another Mongol tribe who lived east of the Kirghiz in present-day northwestern parts of Xinjiang, brought indescribable devastation to the region during a series of wars with the Kirghiz. Between 1860-1870 the Kirghiz were conquered by the Russians.

In 1916 the Kirghiz joined all other Turkic peoples in a revolt against Russian domination. Their best lands and pastures had been taken away and handed over to Russian settlers. The plan was to have Kirghizstan become a region of only Russian settlers. In despair the Kirghiz revolted. They had no modern weapons and the Russians killed them in large numbers. The full records of the massacres were not allowed to become public knowledge; only now, after the Kirghiz have gained their independence in 1991, are accounts being published. According to one source, two out of every three Kirghiz perished during the massacres of 1916. There are descriptions of some localities where within two days all men above the age of fifteen were killed. Those Kirghiz who could escape fled to Eastern Turkistan (now Xinjiang Uygur Autonomous Region, China), only to encounter another disaster -- starvation. When those who survived returned to Kirghizstan they had to face the revolution, the ensuing years of war-communism and the establishment of Soviet colonial rule. During 1929-1932 when Stalin enforced his policy of collectivization and sedentarization, the Kirghiz, like the Kazakhs, suffered great losses and were deprived of the

foundations of their nomadic culture. From 1935-1938, during Stalin's purges of the non-Russian intelligentsia, the Kirghiz, too, lost a large number of their writers and intellectuals.

The history of the Kirghiz is a tragic one. They were often on the verge of total destruction, but again and again they rose to their feet and survived. They can rightfully say : "We are the Kirghiz, we died a thousand deaths, but live a thousand lives." Through all their difficulties the Kirghiz gained strength from their remarkable epic poem, *Manas*. It has been said that the Kirghiz never elected a common leader (kaghan/khan) to rule over all their tribes. What united them was the spirit of the hero Manas upon whom the Kirghiz came to look upon as their savior. The epic itself is the creation of generations of a special group of oral poets, called *manasčī* (singers of the epos Manas). In the course of time the epic grew in size. One version recorded from the *manasčī* Sayakbay Karalayev has over half a million verse lines. It surpasses, in volume, the *Iliad* with 15,693 and the *Odyssey* with 12,110 lines, as well as the Indian epos *Mahabharata*. So fond were the Kirghiz of their hero Manas that they created songs of almost equal length about Manas' son and grandson, Semetey and Seytek.

The epos *Manas* can be called an encyclopedia in verses of the history, life and culture of the nomadic Kirghiz. The epos reflects upon historical events, mentioning also those related in the inscription of 732 AD. It depicts the everyday life of the Kirghiz nomads, as well as the grandiose gatherings, memorial feasts (*aš*), weddings (*toy*) and other festivities in which members of all Kirghiz tribes and the neighboring Kazakhs would participate. A highlight of these festivities were contests of physical strength, horse races, wrestling and archery competitions, and intellectual contests, namely poetical contests (*aytiš*) between poet-singers, in which their ability to improvise was tested.

In recent years the tradition of festive gatherings has been revived, and many memorial feasts have been organized in honor of those who lost their lives during the repressive Stalin years. It is also worthwhile to note that, as in the past, these festivities are community affairs. However, in line with modern times, for each feast special funds have been designated to which everyone is invited to contribute. Such funds have also been established for other social needs, such as support for orphans and families with many children, invalids and other groups of the society in need of support during the transition from a planned to a market economy.

1. **COMPETENCY:** **To exchange greetings and inquiries of well-being**
   SITUATION: **Classroom**
   ROLES: **PCV and Kirghiz (male) teacher**

PCV: Саламатсызбы, агай!
T: Салатматчылык! Иштер кандай?
PCV: Рахмат, жакшы.

VOCABULARY:

саламат	healthy, well, safe and sound
саламатсыз	you are healthy, well
бы	interrogative particle
саламатсызбы	greetings: How are you? (lit.: Are you healthy?)
саламатчылык	state of health (here: I am fine; I am well)
агай	respectful address for a male teacher; form of address for a respected elder (male)
иш	business, work
иштер	pural: works
кандай	how
иштер кандай	how is everything? how are you getting along? (lit.: how are your works?)
рахмат	thank, thanks
жакшы	fine, well

GRAMMAR AND VOCABULARY EXPLANATION:

Personal Pronouns:

Used independently	*Used as personal endings*
мен (I)	-мын/-мин; -мун/-мүн
сен (you)	-сын/-син; -сун/-сүн
сиз (you sing. polite form)	-сыз/-сиз; -суз/-сүз
ал (he, she, it)	Ø
биз (we)	-быз/-биз; -буз/-бүз; -пыз/-пиз; -пуз/-пүз
силер (you; plural form)	-сынар/-синер; -сунар/-сүнөр
сиздер (you; plural polite form)	-сыздар/-сиздер; -суздар/-сүздөр
алар (they)	Ø

Use of Personal Endings:

The above personal endings, added to nouns or adjectives, render English phrases in the present tense of "to be", whereby the verb "to be" (am, are) is not expressed. The verb "to be" is found only in the past tense (see Chart 5).

Examples:

саламатсыз	you are healthy (lit.: healthy-you)
Кыргызбыз	we are Kirghiz (lit.: Kirghiz-we)
ал студент	he, she is a student (lit.: he/she student)
студентпиз	we are students (lit.: students-we)
Америкаданмын	I am from America (lit.: America-from-I)
өкүлмүн	I am a representative (representative-I)
өкүлдөрбүз	we are representatives (representative-[plural] we)

The negation is formed with эмес "it is not": Кыргыз эмеспиз "we are not Kirghiz"; өкүл эмесмин "I am not a representative."

Interrogative Particle *бы*:

Kirghiz uses the same sentence structure for statements and questions. Questions which do not contain question words ("who, what, which, when," etc.) are formed by adding the interrogative particle *бы/би* ; *бу/бү* > *пы/пи*, *пу/пү* (after voiceless consonants к, п, с, т, ш, ч) to the word which is questioned.

Examples:

саламатсызбы?	are you well?
бул китеппи?	is this a book?
ал студентпи?	is he (she) a student?
өкүлсүздөрбү?	are you (pl.) representatives?
Кыргыз эмеспизби?	are we not Kirghiz?

2. COMPETENCY: To introduce and identify oneself
SITUATION: Classroom
ROLES: PCV and elderly Kirghiz teacher (female)

T: Амансыздарбы мырзалар жана айымдар!
PCV: Саламатсызбы, эжеке!
T: Мен кыргыз тили мугалими болом. Атым Айнагүл Осмон кызы.
PCV: Сизди көргөнгө кубанычтуубуз!

VOCABULARY:

аман	well, healthy
амансыз	you are healthy/well
амансыздар	you (plural) are healthy/well
амансыздарбы	greeting: How are you!
мырза (pl.: мырзалар)	sir, gentleman
жана	and
айым (pl: айымдар)	lady, miss, Mrs.
эже	older sister
эжеке	respectful form of address for an elderly lady
Кыргыз	a (the) Kirghiz
тил	language, tongue
кыргыз тил+и	Kirghiz language (see p. 53)
мугалим	teacher
кыргыз тил+и мугалим+и	Kirghiz language teacher (see p. 53)
бол-	to be
болом	I am, I shall be
ат	name
ат+ым	my name
кыз	girl, daughter
Осмон кыз+ы	daughter of Osmon (see p. 53)
көр-	to see
көр-гөн+	having seen (past participle)
көр-гөн+гө	(dative) for having seen
кубаныч	happiness

кубаныч+туу	with happiness, happy, pleased (see p. 43)
кубанычтуубуз	we are glad, pleased

сизди (acc. case) көргөнгө кубанычтуубуз we are pleased to have met you

GRAMMAR AND VOCABULARY EXPLANATION:

Plural: +лар/+лер

The plural suffix is +лар/+лер. It is added directly to nouns before possessive and case suffixes (see Chart 1, 2). The plural suffix can also be added to pronouns (see p. 13) and certain verbal forms, and tenses e.g., the polite imperative form (see p. 17). The plural suffix is used in twelve variations, depending on the preceeding vowels and consonants:

after nouns ending in a vowel	+лар/+лер; +лор/+лөр
after voiced consonants (н, н, м, з, р, л)	+дар/+дер; +дор/+дөр
after voicless consonants (к, п, с, т, ш, ч)	+тар/+тер; +тор/+төр

•Note: After nouns ending in a vowel the suffix initial л- remains unchanged.

Examples:

эже+лер	sisters
мырза+лар	gentlemen
сиз+дер	you (polite)
кыз+дар	girls
китеп+тер	books
сөз+дөр	words
ат+тар	names

3. COMPETENCY: **To ask for permission to enter**
SITUATION: **Classroom**
ROLES: **PCV and elderly Kirghiz professor**

PCV: Ассалом алейкум, аксакал! Кирүүгө мүмкүнбү?
T: Алейкум ассалам! Кириниз. Иштериниз кандай?
PCV: Рахмат, агай, жаман эмес.

VOCABULARY:

ассалом алейкум	(<Arab) greeting for an elderly male person: peace be with you
алейкум ассалам	(<Arab) answer to above formula of greeting
аксакал	form of address for a respected elder man (lit.: white [grey] beard)
кир-	to enter, to go in, to come in
кир-үү	(verbal noun) entering
мүмкүн	possible, feasible
мүмкүнбү	is it possible? may I?
жаман	bad, badly
эмес	is not
жаман эмес	not bad (lit.: it is not bad)

GRAMMAR AND VOCABULARY EXPLANATION:

Imperative Forms:
A polite imperative form used to direct a request to a single person older than the speaker is formed by adding -ыңыз/-иниз > уңуз/-үңүз to verb stems ending in a consonant and -ңыз/-низ > -ңуз/-нүз to verb stems ending in a vowel. If the request addresses several persons older than the speaker the pural suffix +лар/+лер > +дар/+дер, etc. is added to -ыңыз/-иниз, etc. For the negative forms of the imperative see general remarks 0.5.

Examples:

кир-иниз(дер)!	"please come in (all of you)!"
кир-бе-низ(дер)!	"please do not come in (all of you)!"
кал-ыңыз(дар)!	"please stay (all of you)!"
кал-ба-ңыз(дар)!	"please do not stay (all of you)!"
оку-ңуз(дар)!	"please read (all of you)!"
оку-ба-ңыз(дар)!	"please do not read (all of you)!"

In addition to the above polite form, Kirghiz also employs imperative forms for rendering commands or requests directed to a person younger than the speaker. Here only the so-called simple imperative form which is identical with the stem of the verb will be introduced:

Examples:

кир!	"enter!"	кир-бе!	"do not enter!"
кел!	"come!"	кел-бе!	"do not come!"
көр!	"see!"	көр-бө!	"do not see!"
көр-үш!	"meet!"	көр-үш-пө!	"do not meet!"

4. COMPETENCY: To ask for permission to leave/to say goodbye
SITUATION: Classroom
ROLES: PCV and Kirghiz teacher

PCV: Агай, кыргыз тили сабагы качан болот?
T: Сабак эртең саат үчтө болот.
PCV: Анда эртең көрүшөбүз, агай.
T: Жакшы барыңыз!
PCV: Саламатта калыңыз!

VOCABULARY:

сабак	class
сабаг+ы	its class (see p. 53)
качан	when
бол-	to be, to become
бол-от	it will be
эртең	tomorrow
саат	hour
үч	three
саат үчтө	at three o'clock
анда	then, in that case
көр-	to see
көр-үш-	(joint action) to see each other, to meet
көр-үш-өбүз	we shall meet (lit.: see each other)
бар-	to go
жакшы барыңыз	good-bye; good luck (said by the person who stays) (lit.: go well!)
саламат+та	in health
кал-	to stay behind
саламатта калыңыз	good-bye (said by the person who is leaving) (lit.: stay in health)

GRAMMAR AND VOCABULARY EXPLANATION:

Present-Definite Future Tense

Form: -а/-е > -о/-ө (after vowel -**й**) + personal endings (p. 13).

•*Note:* 3. person singular has the personal marker -*т*. The 3 person plural is formed by adding first the cooperative suffix -(ы)ш-/-(и)ш- to the verbal stem followed by -а/-е and the 3. person marker -*т*. (see Chart 6).

Examples:

	бар-амын	>барам "I go, I will go"
	бол-от	"he, she, it is, will be"
	көр-үш-өбүз	"we meet, will meet (see each other)"
Negative:	бар-ба-йсын	"you do not go, will not go"
	көр-үш-бө-йбүз	"we do not meet, will not see each other"
Interrogative:	барамбы	"will I go?"

•Note: The third person singular of the interrogative has a special form:

болобу	"will it be?"
жарайбы	"is it suitable?"
келеби	"does he come?"

Function:

The present-definite future tense renders an action which takes place now or which will definitely take place in the future, i.e., the speaker is certain that the action will be executed.

PROVERB:

Жакшы болуу мин күндө, It takes a long time to earn a good reputation
Жаман болуу бир күндө. And it takes no time to disgrace oneself.
(lit.: It takes thousand days to become good, It takes one day to become bad.)

TOPIC 2:

CONVERSATION WITH HOST COUNTERPART OR FAMILY

CULTURE NOTE: **The Kirghiz Family**

COMPETENCIES:

1. To describe own family
2. To ask or answer personal information questions
3. To ask about host/counterpart family
4. To express gratitude

The Kirghiz Family

Traditionally, Kirghiz parents like to have many children. Today, however, large families are usually only to be found in villages, on farms, and among the shepherd families in the mountains. Families in Bishkek tend to be small with only two or three children. The traditional family also included grandparents. Housing shortages and the small sized govenment-built apartments in the cities have caused a separation of the generations. Now more and more children in urban families are growing up without or with little contact with their grandparents. Kirghiz intellectuals have expressed their concern about this development which could weaken the transmission of cultural values. Reflecting upon his own childhood, Chingiz Aitmatov stated that "he who never listened to the stories of a grandmother is a cultural orphan. Something will always be missing in his life." (Chingiz [Tshingis] Aitmatov, *Mein Land*, Fischerhude, 1988, p. 29).

The separation from their children and grandchildren is also a serious issue for the grandparents themselves. Although it does not seem to be as yet a major problem, the number of older people living alone is increasing. Recently, the Kirghiz government included retirees, living by themselves, into those groups of the population needing special assistance (*Jarčīsī*, December 17, 1992, p. 4). During the transition period from a planned to a market economy, the elderly, in general, are suffering more than any other segment of the society. Their life savings have been lost through rapid inflation and their pensions can hardly keep up with the rising prices for food and other necessities.

Another group of people frequently cited as being in need of help are single mothers and their children. The number of families led by single mothers has been growing in urban regions. Whether this affects Kirghiz families less or more than other ethnic groups is difficult to say. No statistics or studies are available, and we do not know whether this fact is a trend or a temporary occurrence caused by the hardships of the current economic situation.

Yet one connection between the present economical conditions and a phenomenon previously not heard of can definitely be made: parents abandoning their children. According to a report in *Erkin Too* (November 13, 1992), in recent years more than 2000 children have been left to the care of the state. A private fund has been established, *The Childrens' Fund of Kirghizstan*, with the purpose of aiding abandoned children, orphans, handicapped children, and families with many children. The fund will pay special attention to the needs of children of Kirghiz herdsmen living in remote regions under difficult conditions (see also *Kazakh & Kirghiz Studies Bulletin*. Vol. 1, University of Washington, Seattle, Spring 1993, p. 7).

1. **COMPETENCY:** **To describe own family**
   SITUATION: **Conversation with host counterpart or family**
   ROLES: **PCV and host counterpart**

HCP: Үй-бүлөңүз чоңбу?
PCV: Ооба, менин ата-энем, агам, иним, эжем жана карындашым бар.
HCP Үйлөнгөндөр барбы?
PCV: Ооба, агам менен эжем үйлөнгөн.
HCP Алар ким болуп иштейт?
PCV: Агам менен женем мугалим. Эжем -- инженер, жездем -- тилчи.

VOCABULARY:

үй-бүлө	family
чоң	large
менин	my (<genitive case of мен "I")
ата-эне	parents
ини	younger brother
карындаш	younger sister (term of address to be used by a man)
бар	it (they) exist(s)
ооба	yes
менен	with (postposition); and
үй	home, house
үй+лөн-	to marry (of a man)
үй+лөн-гөн	those who are married
ким болуп	as what
жене	older brother's (or any close male relative's) wife
жезде	older sister's (or any close female relative's) husband
тилчи	linguist, interpreter

GRAMMAR AND VOCABULARY EXPLANATION:

Possessive Suffixes:

For expressing English "my, your, his, her, its, etc." Kirghiz uses possessive suffixes: ата-эне+м "my parents", ата-эне+биз "our parents"; үй-бүлө+нүз "your family"; ага+м "my older brother"; ага+сы "his older brother" (see Chart 1). For emphasis, a noun with a possessive suffix can be preceeded by the genitive case of the personal pronoun: менин (<мен+ин "of mine, mine") үй-бүлө+м "*my* family." For a chart of the declension of pronouns see Chart 4.

"To have, to have not":

Kirghiz does not possess a verb "to have (not)." English "I have (not) a younger brother" is rendered as "my younger brother exists (does not exist): ини+м бар (жок). *Бар* means "it exists; there is (are)"; *жок* in this construction means "it does not exist; there is (are) not." Otherwise *жок* serves as "no."

Questions:

Үй-бүлө+нүз барбы?	"Do you have a family?" (=Are you married?)
Ооба, үй-бүлө+м бар.	"Yes, I have a family." (=I am married.)

•Note: *Ооба* "yes" is used to express an affirmation. In polite speech to answer a request with ооба is avoided; instead, words expressing willingness or agreement (макул, болот, мейли, жарайт) are used:

Эми өткен сабакты өзүнүз окунуз!
Макул, агай.

"Now you read the previous lesson!"
"Agreed, агай (sir)."

2. COMPETENCY: To ask or answer personal information questions
SITUATION: Conversation with host counterpart or family
ROLES: PCV (male) and elderly Kirghiz (female)

HFM: Балам, Кыргызстанга мурда келгенсинби?
PCV: Жок, апа, азыр биринчи жолу келдим.
HFM: Кыргызча жакшы сүйлөйт экенсин, кайда үйрөндүң, айланайын?
PCV: Тынчтык тобунда үйрөндүм, апа.

VOCABULARY:

бала	child
бала+м	my child
мурда	before, previously
кел-	to come
кел-ген+син+би	have you come?
кел-дим	I came
апа	polite form of address for an elderly lady
азыр	now
биринчи	first (<бир "one")
биринчи жолу	first time
кыргыз+ча	Kirghiz language (lit.: according to the Kirghiz)
сүйлө-	to speak
экен	particle: indeed (as I know it now)
үйрөн-	to learn
айланайын	term of endearment, which is often used by elderly people to show sympathy or encouragement (lit.: "let me turn around you in an act of sacrifice")

GRAMMAR AND VOCABULARY EXPLANATION:

Recent Past Tense:

The verbal forms келдим, үйрөндүм render a recent past tense.

Form: -д+/-т+ plus possessive suffixes (see Chart 8)

•Note: The first person plural has the personal marker +(ы)к/+(и)к; +(у)к/+(ү)к.

Examples:

	кел-д+им	"I came" (lit.: my having come)
	үйрөн-д+үн	"you learned"
	бар-д+ык	"we went"
	бар-ыш-т+ы	"they went"
Negative:	кел-бе+д+ик	"he did not come"
	көрүш-пө-д+үк	"we did not meet"
Interrogative:	үйрөн-д+үңбү?	"did you learn?"
	бар-д+ыңбы?	"did you come?"
	көр-д+үбү	"did he see?"

Function:

The above past tense expresses an action which took place recently. The speaker must have eyewitnessed the action rendered in the second and third person, e.g., шаардан азыр келди "(I saw) he came just now from the city."

The particle экен:

In statements экен is used immediately after a nominal or verbal predicate (tense form). It renders the notion of "indeed, it is so, but I (=the speaker) did not know it, I learned only later or just now about it through reliable sources." See above example: Кыргызча жакшы сүйлөт экенсин "(I did not know it, but I see now) you speak Kirghiz well!"

•Note: экен takes the personal endings while the verb it emphasizes is used in the third person singular, here: present-definite future tense (see Chart 6):

барат экенмин "(I learned through someone else) I will go."

In questions, экен is combined with the interrogative particle би > бекен. It emphasizes the question: "I wonder ...?":

Кыргызча жакшы сүйлөт бекенсин? "I wonder, do you speak Kirghiz well?"

3. **COMPETENCY:** **To ask about host/counterpart family**
SITUATION: **Conversation with host counterpart**
ROLES: **PCV and host counterpart (male)**

PCV: Асан, туугандарыңыз кайда жашайт?
HFM: Туугандарыбыз Ысык-Көл аймагында жашайт.
Ата-энем Чолпон-Ата шаарында жашайт.
PCV: Мен Ысык-Көл жөнүндө макала окуганмын. Бул көл өтө сулуу деп ойлоймун.
HFM: Ооба, ооба, кааласаңыз жайында көлгө кошо барабыз.
PCV: Абдан жакшы болот, рахмат!

VOCABULARY:

тууган	relative
жаша-	to live
ысык	hot
көл	lake
Ысык-Көл	Isïk Köl (Lake Isïk, lit.: hot lake)
аймак	region, district
Ысык-Көл аймагында	in the region of the Isïk Köl
Чолпон-Ата	a city in Kirghizstan
шаар	city
жөн	side, direction
жөнүндө	about (postposition)
макала	article
өтө	very
сулуу	beautiful
ойло-	to think
де-	to say
деп	saying (converb/gerund)
каала-	to wish, to like
кааласаңыз	if you wish, if you like
жай	summer
жайында	in summer
кошо	together
абдан	very

GRAMMAR AND VOCABULARY EXPLANATION:

Distant Past Tense:

The phrase окуганмын introduces a distant past tense, comparable to the English present perfect tense.

Form: -ган / -ген, -гон/-гөн, etc. plus personal endings (p.13). See Chart 9.

Examples:

оку-ган+мын	"I have read" (lit.: I am the one who read)
> окугамын > окугам (spoken language)	
кел-ген+син	"you have come"
үйрөн-гөн+бүз	"we have learned"
алар ал-ыш-кан	"they have taken"

Negative: The negative has three forms:

a) regular form:	оку-ба-ган+быз	"we have not read"
b) emphatic forms:	оку-ган эмеспиз	"we did not read"
	оку-ган+ыбыз жок	"we never did read" (lit.: our having read was not in existence)

Interrogative: кел-ген+синби? "have you come?"

Function:

The above tense (in Kirghiz called байыркы өткөн чак "distant past tense") renders an action which took place some time ago, the result of which continues to be evident in the present. The speaker might not have eyewitnessed the action itself, but he/she should be certain about its results either as an eyewitness or through obvious evidence.

•Note: -ган/-ген, etc. is a verbal noun which also functions as a substantive and attribute. It can take plural, possessive and case suffixes:

Үйлөнгөндөр барбы? (p. 23) "Are there those who are married?"

With the locative case -ган/-ген, etc. renders English temporal clauses introduced with "when":

Сиз телефон чалганда үйдө жок элем. "When you called, I was not at home." (see also p. 56)

As an attributive -ган/-ген, etc. renders English relative clauses, see p. 43.

4. COMPETENCY: To express gratitude
SITUATION: Conversation with Kirghiz host family
ROLES: PCV and Kirghiz host (female)

HFM: Нат, мен сага бул китепти белек катары берем.
PCV: Ой, эже, рахмат! Эми мен кыргыз тилин тез үйрөнүм.
HFM: Андай болсо, бул кыргызча-англисче сүйлөшмөнү дагы алып кой!
PCV: Чоң рахмат, эже! Мен үчүн бул аябай сонун белек!

VOCABULARY:

белек	a present
катары	(postposition) as
белек катары	as a present
сага	for you (dative case of сен "you")
бер-	to give
ой	interjection expressing surprise
эми	now
тез	rapid, quick, rapidly, quickly
андай болсо	in that case (lit.: if it is so)
сүйлө-	to speak
сүйлөшмө	phrase book
дагы	too; again
ал-	to take
кой-	to put down
алып кой!	please take!
чоң	great
чоң рахмат	many thanks
үчүн	for (postposition)
аябай	very
сонун	good, beautiful, splendid

GRAMMAR AND VOCABULARY EXPLANATION:

Accusative Case:

Form:	+ны/+ни; etc.	(after vowels)
	+ды/+ди; etc.	(after voiced consonants)
	+ты/+ти; etc.	(after voiceless consonants)

•*Note:* After the possessive suffix 3. person +ы/+и; +сы/+си, etc. the form of the accusative is +н (see Chart 3).

Examples: (from above dialogue)

китеп+ти	"the book" (acc.)
сүйлөшмө+нү	"the phrasebook" (acc.)
тил+и+н	"its language" (acc.)

Function:

The accusative case suffix renders a definite direct object. An object noun is considered definite if:

a) it is preceeded by a demonstrative pronoun:
бул китепти берем "I will give you this book"

b) it has a possessive suffix:
кыргыз тилин тез үйрөнүм "I will learn the Kirghiz language fast"

c) it is either a personal, demonstrative pronoun or a personal name:
Натты (аны) көрдүм "I saw Nat (him)."

If the direct object is not defined in the above way, the direct object is considered indefinite and the accusative suffix is dropped.

Examples:

	Китеп алдым.	"I bought books (any kind)."
	Макала жаздыныз.	"You wrote an article (any kind)."
but:	Бул макаланы жаздыныз.	"You wrote this article."

PROVERB:

Үй-бүлө -- бакыттын ачкычы. "The family is the key to happiness."

TOPIC 3:
COMMUNICATION

CULTURE NOTE: **Terms of Address among the Kirghiz**

COMPETENCIES:

1. To make a phone call to a Kirghiz family
2. To send an international letter/fax
3. To answer an international operator's call

Terms of Address among the Kirghiz

The Kirghiz, like the Kazakhs, address each other with kinship terms based on a differentiation between young and old. When two Kirghiz meet they establish first who is younger or older. According to one's age the terms of address to be used for males is *ага* "older brother," *ини* "younger brother," for females *эже* "older sister," *карындаш* "younger sister" (said by a man), and *синди* "younger sister" (to be used by a woman). For persons who are approximately the age of one's own parents *апа* or *эне* "mother" and *ата* "father" are used.

As is common to the Central Asian Turkic peoples, the Kirghiz will use the above kinship terms only among themselves or when addressing someone from another Turkic people. Foreigners who speak Kirghiz or show an understanding of the Kirghiz culture will also be addressed with kinship terms, i.e., they will be accepted into the Kirghiz family.

A term which is neutral in terms of kinship and age is мырза "sir; excellency." The word was not used during the Soviet time, but is now enjoying a revival. It designates someone who has a high standing in his community. The term can be used alone (e.g.,: мырзалар "gentlemen") or after a person's first or family name or title (e.g.: Президент Акаев мырза). Foreigners are frequently addressed with мырза, e.g., Ахмед Раиф мырза "Mr. Axmed Raif" (from Kuwait), or Германия Федеративтуу Республикасынын Элчиси Ахим Хольценбургер мырза "His Excellency, Achim Holzenburger, Ambassador of the Federal Republic of Germany." For women recognized as outstanding in their community, the term of address is айым or ханум (<Uzbek ханым)"my lady, lady", e.g., айымдар жана мырзалар! "ladies and gentlemen."

Frequently Kirghiz will add the syllable ай > й to kinship terms for older relatives to express a higher degree of respect:

ага > агай	"dear older brother; sir; also: term of address for a teacher"
эже > эжей	"dear older sister; dear lady; also: term of address for a female teacher"
апа > апай	"dear mother; dear lady."

Another way of demonstrating respect, combined, however, with a strong sentiment of attachment, is to add a suffix-like word еке (< elder, father) to male or female terms of kinship:

ага > агаке > аке	"dearest brother"
аба > абаке	"dearest brother"
эне > энеке	"dearest mother"
апа > апаке	"dearest mother"
эже > эжеке	"dearest older sister"
ата > атаке	"dearest father."

Like in Kazakh еке-ке is also added to the first syllable of male or female first names:

Нурбек > Нуреке	"dear Nurbek"
Курман > Куреке	"dear Kurman"

This form of address is considered very respectful. It also renders a sentiment of endearment, especially if the possessive suffix 2. person +н is added:

Нурекен, Курекен, etc.

As is the case among Kazakh elders who are also addressed by the young with elaborate expressions of respect and endearment, the Kirghiz elders, too, embrace the young with strong sentiments of compassion and concern. Every child, regardless of nationality, will be addressed with terms of endearment which reflect the nomadic culture of the Kirghiz: ботом "my little camel", кулунум "my little foal", козум "my little lamb". As in Kazakh, the most endearing terms that the young like to hear from the elders are айланайын "my dearest, my beloved (lit.: I will turn around you in an act of sacrifice, i.e., I am ready to give my life for you), and кагылайын with the same meaning.

For more information about terms of endearment see Ilse Laude-Cirtautas, "Terms of Endearment in the Speech of the Kazakh Elders," *Central Asiatic Journal* 23:1(1979), pp. 84-95 (contains also material in regard to Kirghiz terms of address).

1. COMPETENCY: To make a phone call to a Kirghiz family
SITUATION:
ROLES: PCV and Kirghiz

PCV: Ало, саламатсызбы, эже!
K: Саламатчылык!
PCV: Тынчыңызды алган Натмын.
K: А-а, Нат, жакшы жүрөсүңбү?
PCV: Рахмат, жакшы. Эже, Бакыт үйдөбү?
K: Жок, айланайын, Бакыт бир сааттан кийин келет.
PCV: Эже, Бакытка айтып коюңузчу, келгенде мага телефон чалсын.
K: Жарайт, берекем, айтайын.
PCV: Рахмат, жакшы калыңыз!
K: Саламатта бол!

VOCABULARY:

ало	hello
тынч	quiet, restful, peaceful; quietness, peacefulness
тынч ал-	to disturb
жүр-	to walk, to go, to move
Бакыт	personal name (lit.: happiness)
бир	one
кийин	after (postposition; takes the ablative case)
бир сааттан кийин	after one hour
айт-	to say, to tell
айт-айын	I will tell
айтып коюңузчу	please do tell
мага	to me (>мен "I")
телефон	telephone
чал-	to ring, to call (on the telephone)
жара-	to be fit (for), to be suitable (agreeable)
жарайт	good, settled, okay
береке	treasure, darling, dear, dearest

GRAMMAR AND VOCABULARY EXPLANATION:

Voluntative Forms:

Instead of the present-definite future tense (see p. 20) Kirghiz frequently uses special verbal forms for rendering "I will do something; let us do something." These forms are called voluntative or optative forms. They exist for the first and third person. In the second person they are replaced by imperative forms (see p. 17).

Form:

1. person singular	-(а)йын/-(е)йин, etc.
2. person singular	(imperative forms: кел! "come!" келиниз "please come!"
3. person sing./plural	-сын/-син; -сун/-сүн
1. person plural	-(а)лы/-(е)ли, etc.

Examples: (see above dialogue)

айлан-айын	"my dearest" (lit.: "I will turn around you in an act of sacrifice")
айт-айын	"I will say"
жөнөт-өлү	"let's send (it) off" (p. 36)
телефон чал-сын	"he may (=should) call me"

•*Note:* In questions the 1. person singular/plural renders "may I (we), should I (we)?":

эттен канча алайын (p. 44)	"how much meat should I buy?"
качан кайталайын (p. 38)	"when should I try again (lit.: repeat)?"

The 3. person singular/plural is often used in expressing good wishes and blessings:

бактылуу болсун	"may you be happy".

Particle чы/чи; чу/чү:

This particle emphasizes imperative forms (see p. 17), e.g., айтып коюнузчу "please do tell!"; киринизчи "please do enter!"

2. COMPETENCY: To send an international letter/fax
SITUATION: Post-office
ROLES: PCV and Kirghiz clerk (female)

PCV: Саламатсызбы, айым!
C: Саламатчылык, келиниз!.
PCV: Мен бул катты Америкага жөнөтүшүм керек.
C: Кат Нью-Йоркко үч жумада жетет.
PCV: Андан тезиреек болбойбу?
C: Телефакс менен жөнөтсөңүз бир күндө барат, бирок баасы көбүрөөк болот.
PCV: Макулмун, факс жөнөтөлү.

VOCABULARY:

кат	letter
жөнөт-	to send
жөнөтүш+үм керек	I must send (lit.: sending-my necessary)
керек	necessary
үч	three
жума	week
жет-	to arrive, to reach
андан	than that
тез	quick, quickly
тезиреек	quicker
болбойбу	can it not be?
жөнөт-сөңүз	(polite sing.) if you send
баа	price
көбүрөөк	more (comparative degree of көп: many, much)
макул	agreeable
макулмун	I agree

GRAMMAR AND VOCABULARY EXPLANATION:

Rendering of English "I must, etc.":

The above phrase жөнөтүшүм керек "I must send off" literally means "my sending off is necessary." As already mentioned (p. 9), Kirghiz has no separate word for "must" nor for any other modal verbs (can, could, shall, should, etc.). For "must" the following construction is used:

verbal noun in -(ы)ш+/-(и)ш+, etc. or -уу+/-үү+ plus possessive suffix, followed by the word керек "(it is) necessary."

Examples:

бар-ыш+ыңыз керек	"you must (=should) go"
кел-үү+м керек	"I must come"
айт-ыш+ыбыз керек	"we must tell"

Negation:

бар-ыш+ыңыз керек эмес	"you must (=should) not go"

Rendering of English "I can, I may, etc.":

The above verbal nouns plus possessive suffixes, followed by the word мүмкүн "(it is) possible," express "can":

кел-иш+им (кел-үү+м) мүмкүн	"I can come" (lit.: my coming is possible)

The same construction used as a question renders "may":

кир-үү+м (кир-иш+им) мүмкүнбү?	"may I come in?"

Frequently the question is expressed impersonally:

кир-үү+гө (dative) мүмкүнбү? (p. 17)	"may I enter?" (lit.: is it possible to enter?)

Comparative Suffix:

The suffix +(ы)раак/+(и)реек; +(у)раак/+(ү)рөөк renders the comparative of adjectives: тез+иреек "faster"; көб+үрөөк (<көп "much, many") "more." In a comparison, the noun indicating the inferior quality stands in the ablative case (see p. 80): ат кой+дон тезиреек "the horse is faster than the sheep."

3. COMPETENCY: To answer an international operator's call
SITUATION: International operator calls the PCV
ROLES: PCV and international operator

O: Ало, саламатсызбы!
PCV: Саламатчылык!
O: Бул эл аралык телефон станциясынан. Сиз Америкага заказ бердиниз беле?
PCV: Ооба, бергенмин. Күтүп отурам.
O: Кечиресиз, бирок номер жооп бербей жатат. Качан кайталайын?
PCV: Мүмкүн болсо бир сааттан кийин.
O: Жарайт, күтүнүз.
PCV: Рахмат!

VOCABULARY:

эл аралык	international
станция	(<Russ.) station
заказ	(<Russ.) order
бердиниз беле?	have you given? did you not just give?
беле	<би (interrogative particle) + эле emphatic particle
күт-	to wait
отур-	to sit
күтүп отурам	I am waiting
кечир-	to excuse (lit.: to let pass)
кечиресиз	excuse me, I am sorry
номер	(<Russ.) number
жооп	response, answer
жооп бер-	to answer (answer + give)
жооп бербей жатат	(verb compound) he, she, it is not answering
кайтала-	to repeat
мүмкүн	possible
мүмкүн болсо	if possible

GRAMMAR AND VOCABULARY EXPLANATION:

Converbs and Descriptive Verbs:

The suffix -(ы)п/-(и)п, etc. contained in the above phrase күт-үп отурам "I am waiting" forms converbs. A converb is an incomplete (infinite) verb form, because it does not express person, number and tense. A converb can only be used in conjunction with a following complete (finite) verb.

The converb in -(ы)п/-(и)п, etc. renders an action which has been or will be completed before the action of the following verb:

Жаз кел-ип кар кетти. "The spring came and the snow melted." (lit.: went away)

Another converb, formed with the suffix -а/-е, etc. (after vowels -й), indicates an action which takes place simultaneously with the action expressed in the following verb:

Асылбек түшүндүр-ө айтты. "Asilbek said (it) explainingly."

Both converbial forms have only one negative form: -бай/-бей, etc., see above:

Жооп бер-бей жатат. "It (the number) is not answering."

Together with an *immediately* following verb, denoting a movement of the human body, such as тур- "to stand," жат- "to lie down," отур- "to sit," бер- "to give," and ал- "to take," the converbs mentioned above form verb compounds, in which the verbs of movement *describe* how the action expressed in the preceding converbial form is being or has been executed, e.g., continuously, quickly, intensively, etc. Because the verbs of movement describe the "how" of the action, they are called *descriptive verbs.*

Verb compound formed with the descriptive verbs тур- "to stand," жат- "to lie down," отур- "to sit" form present continuous tenses (see Chart 10):

бар-а жатат	"he is going"
ал-ып турам	"I am taking"
күт-үп отурам	"I am waiting"

•Note: The present-definite future tense (see p. 20) originally was a verb compound formed with the converb -а/-е, etc. and the descriptive verb тур-.

PROVERB:

Жаман чечен көп сөздүү. "A bad speaker uses many words."

TOPIC 4:
FOOD

CULTURE NOTE: **Kirghiz dishes**

COMPETENCIES:

1. To order food in a student's cafeteria
2. To to inquire what is needed for preparing a certain dish
3. To express food preferences (likes/dislikes)

Kirghiz Dishes

The diet of the Kirghiz consists mostly of animal products. They like mutton, lamb or beef. At wedding celebrations and other festive occasions Kirghiz serve, as a rule, horse meat, which they consider delicious, especially if it is served as a kind of sausage. Favorite dishes made from horse meat are *kazï*, a sausage which is dried and smoked before cooking; *karta*, another kind of sausage, similarly prepared; and *čučuk*, a sausage made from special parts of horse meat.

The usual dishes made with meat are *bešbarmak* (lit.: five fingers), consisting of boiled meat, usually mutton, cut into small pieces and served on a bed of noodles; *mantï*, dumplings stuffed with minced meat and onions; *paloo*, steamed rice with meat and carrots; and *sorpo*, a thick soup with pieces of meat and vegetables.

The Kirghiz have also been influenced by the eating habits of their neighbors, the Kazakhs, Uzbeks, Uighurs, Dungans (Hui), Russians and Koreans. Some non-Kirghiz dishes and food items have been adopted: Russian cabbage soup (borsch), potatoes, biscuits, pies, salads.

Among drinks, *kïmïz* and *bozo* are always popular. *Kïmïz*, fermented mare's milk, is available only in spring and summer when mares begin to produce milk; *bozo*, a slightly sour drink made from grain, is either prepared at home or bought at the bazaar. Alcoholic beverages were introduced to the Kirghiz by the Russians. The Kirghiz, however, serve alcohol only at meals when guests are present. Alcohol is drunk after each toast which in the Kirghiz tradition amounts to eloquent speeches in which guests and hosts express their well-wishes for each other.

Kirghiz meals are of two kinds: meals for guests and simple meals. A proper meal for guests must include pieces of boiled mutton on the bone as the main course. It is an old custom of the Kirghiz to slaughter a sheep when honorable guests come to visit. Simple meals include a single dish and tea with sweets served at the end. Kirghiz like to drink tea, to which they add milk and salt. On warm spring days many Kirghiz families go into the mountains for picnics where they prepare *šašlïk*, pieces of pickled mutton roasted on a spit.

1. **COMPETENCY:** **To order food in a student's cafeteria**
SITUATION: **Students' cafeteria**
ROLES: **PCV and his Kirghiz friend**

K: Бэн, жүр ашканага барып түшкү тамак ичели!
PCV: Макул, кеттик!
K: Мына дасторкон үзүрү. Карап көрөлү.
PCV: Мен сабизден жасалган салат, бешбармак жана каттама алайын.
K: Мен болсом помидордон жасалган салат, палоо жана таттуу бышпак алам.
PCV: Лимон менен чай ичелиби?
K: Сонун болот!

VOCABULARY:

аш	meal
ашкана	dining-hall, cafeteria
түш	midday
тамак	food
түшкү тамак	lunch
ич-	to drink, to eat
кет-	to go away, to leave
дасторкон	tablecloth on which food is placed; food offered to guests
дасторкон үзүрү	menu
кара-	to look
карап көр-өлү	let's see! Let's have a look!
сабиз	carrot
жаса-	to make, to prepare
жаса-л-	(passive) to be made
салат	salad
бешбармак	dish with meat and noodles (lit.: five fingers)
кат	layer
катта-	to put layers one on another
каттама	puff
помидор	tomato

палоо	pilaf (a rice dish)
таттуу	sweet
бышtак	curds
лимон	lemon
чай	tea

GRAMMAR AND VOCABULARY EXPLANATION:

Rendering of English Relative Clauses:

The above dialogue gives examples of a construction corresponding to English relative clauses: сабизден жасалган салат "the salad which has been made from carrots." As already mentioned (p.9), Kirghiz does not have dependent clauses. An English relative clause is in Kirghiz an attribute formed with the verbal nouns -ган/-ген, etc. and --уучу/-үүчү/-оочу/-өөчү (-уу+чу, etc.). The -ган/-ген verbal noun generally relates past actions and functions as a past participle. The -уучу/-үүчү/-оочу/-өөчү verbal noun denotes habitual and future actions, functioning as an habitual-future participle.

•Note: As attributes neither -ган/-ген, etc. nor -уучу/-үүчү, etc. can take suffixes. An attribute in the Turkic languages remains unchanged (кызыл алма+лар "red apples").

Examples:

Чолпон-Атага жөнө-гөн автобус "the bus which went to Cholpon-Ata"

Чолпон-Атага жөнөөчү автобус "the bus which goes regularly (or will go) to Cholpon-Ata"

Suffix +луу/+лүү; +туу/+түү; +дуу/+дүү:

This suffix forms adjectives from nouns, expressing the idea of "with, provided with the quality or concept of the preceding noun": кубаныч "happiness," кубаныч+туу (p. 15) "happy"; тат "taste," тат+туу "tasty (=sweet)"; күч "strength," күч+түү "strong"; пайда "benefit," пайда+луу "beneficial, useful." The opposite idea "without something" is expressed with the suffix below.

Suffix +сыз/+сиз; +суз/+сүз:

This suffix renders "without a quality or concept of the preceding noun": сан "number," сан+сыз "countless" (lit.: without number); бала+сыз "without children, childless." Cf. the Kirghiz proverb:

Бала+луу үй күлүстөн "A house with children is a garden,
бала+сыз үй көрүстөн a house without children is a graveyard."

2. COMPETENCY: **To inquire what is needed for preparation of a certain dish**

SITUATION: **In a Kirghiz home**

ROLES: **PCV and a Kirghiz member of family**

PCV: Айша, мен базарга кетип жатам. Палоо жасаганга эмне керек?

K: Палоо жасаганга койдун эти, күрүч, сабиз, өсүмдүк майы керек.

PCV: Эттен канча алайын?

K Жарым кило алсаңыз болот.

PCV: Макул, анда мен кеттим. Жакшы калыңыз!

K: Жакшы барыңыз!

VOCABULARY:

базар	bazaar
палоо	pilaf
кой	sheep
эт	meat
койдун эти	mutton
күрүч	rice
өсүмдүк	plant; vegetable
май	oil
өсүмдүк майы	vegetable oil
канча	how much
жарым	half
кило; кил	kilogram

GRAMMAR AND VOCABULARY EXPLANATION:

The Conditional:

Form: -са/-се; -со/-сө plus possessive suffixes as personal endings (see Chart 1), except first person plural, which has the personal marker -к.

Examples:

алсам	"if I take"	алсак	"if we take"
көр-сөң	"if you see"	көр-сөңөр	"if all of you see"
оку-саңыз	"if you read"	оку-саңыздар	"if you all read"
бол-со	"if it is"		

Negative:

ал-ба-сам	"if I do not take"
бол-бо-со	"if it is not"
өйлөн-бө-сөк	"if we do not think"

Function:

The conditional renders conditional phrases, followed by a conclusion:

оку-сам окутуучу болом "if I study I will become a teacher."

Additional usages:

1) The conditional in the first person singular/plural followed by болот "it will be (fine)" or болобу "will it be (fine)" renders possibility:

жарым кило алсаңыз болот (see above dialogue) "You may (can) buy a half kilo." (lit.: if you buy a half kilo, it will be [fine].)

сизден сурасам болобу (p. 72) "May I ask you?" (lit.: if I ask you, will it be alright?

2) The conditional in the second person singular/plural followed by болобу expresses a polite request:

жарым кило алсаңыз болобу "please be so kind and buy half a kilo" (lit.: if you buy a half kilo will it be alright?"

Frequently болобу is being dropped and the conditional alone denotes the request: келсениз! "please (kindly) come!"; отурсаңыз! "please (kindly) sit down!" In this usage the conditional can take the emphatic particle чы/чи, etc. (see p. 35): кел-сенизчи! "please do come!"

3. COMPETENCY: To express food preferences (likes/dislikes)
SITUATION: In a Kirghiz home
ROLES: PCV and Kirghiz host counterpart

PCV: Айтыңызчи, кыргыздар кандай тамакты жакшы көрүшөт?
H: Казактардай Кыргыздар да этти абдан жакшы көрүшөт.
PCV: Чочко этин жешетпи?
H: Жок, жок, Кыргыздар эч убакыт чочко этин жебейт. Аны жек көрүшөт. Мал этин каалашат.
PCV: Демек, Кыргыздар кой эти, жылкы эти, үй этин жактырышат экен -- е!

VOCABULARY:

жакшы көр-	to like (lit.: to see well)
жек көр- / жаман көр-	to dislike; to hate
чочко	pig
же-	to eat
эч	no ... (as in no one, etc.)
убакыт	time
эч убакыт	never
мал	cattle
демек	that is, that means
жылкы	horse(s)
үй	cow, cattle
жактыр-	to like

GRAMMAR AND VOCABULARY EXPLANATION:

"To like, to dislike":

The above dialogue contains expressions for "to like, to dislike." The object which is liked or disliked is considered definite and takes, therefore, the accusative case suffix (see p. 40):

Кыргыздар эт+ти абдан жакшы көрүшөт	"The Kirghiz like meat very much."
Аны (acc.) жек көрүшөт	"They dislike it."

Экен:

The sentence Кыргыздар кой эти, жылкы эти, үй этин жактырышат экен --e! "The Kirghiz like mutton, horse meat and beef (as I know it now)" gives a good example for the use of экен in statements (see p. 26).

Enumeration:

Only the last member of an enumeration (кой эти, жылкы эти, үй *этин*) takes the case suffix.

PROVERB:

Көндөй челек катуу калдырайт. "Empty vessels make the greatest sound."

TOPIC 5:
MONEY

CULTURE NOTE: **The Current Economic Situation in Kirghizstan**

COMPETENCIES:

1. To ask for information on local currency
2. To inquire about housing conditions
3. To inquire about education expenses

The Current Economic Situation in Kirghizstan

Kirghizstan, like all other republics of the former Soviet Union, is struggling to rid itself of the vestiges of the Soviet-style command economy and to establish a market oriented economy with a strong commitment to social welfare programs (see p. 77). Kirghizstan's model for its economic restructuring is not the United States' version of capitalism, but Germany's "*soziale Marktwirtschaft*" (welfare state capitalism).

Under the Soviet system the needs of Moscow were imposed on every aspect of life in the non-Russian republics. Kirghizstan, for example, was ordered to increase annually the number of sheep and cattle, resulting in overgrazing and soil erosion. The country was basically ordered to provide the Soviet economy with meat and wool. As a result it has now enough meat, but insufficient grain for bread.

By diverting rivers, hydroelectric power stations were built in the mountains to generate cheap electricity mainly for delivery to other republics. The disastrous effects of this policy became evident soon after Kirghizstan's declaration of independence. Despite the fact that the power stations are located in the country, Kirghizstan itself does not have sufficient electricity to run its trains or meet the demands of factories and households unless it builds new powerlines.

In 1992 the country harvested 1620 tons of grain, 20% more than the previous year. But Kirghizstan needs 2.7 million tons of grain annually. To make up for the shortage, Kirghizstan is forced to import grain from other countries for approximately 57 million dollars and an additional sum of 27 million rubles.

The demand for sugar is met by 10% through local production of sugar beets. For 6.6 million dollars the country is now buying sugar on credit from the European Common Market. Vegetable oil is also in short supply. Sixteen million dollars, again funded through credits, have been set aside for imports of vegetable oil (Letter of President Akayev to the Kirghiz Parliament, *Kïrgïz Tuusu*, December 4, 1992, p. 1).

Kirghizstan is now facing a severe energy crisis. At present the country does not produce sufficient coal, oil or electricity. In order to meet immediate needs, Kirghizstan will have to import oil (gasoline and fuel oil) in 1993 for 250 million dollars, spend 120 million dollars on natural gas, and import coal for 50 million dollars.

Kirghizstan will pay for food and energy imports through loans it has received from the World Bank and the European Common Market (Akayev, ibid.). In the long run, however, Kirghizstan needs to develop its own energy resources or search for other income possibilities, such as eco-tourism, to help pay for energy imports.

In January 1993, President Akayev presented his plan for making Kirghizstan self-sufficient in energy. The plan calls for an increase in coal production in the coal mines of Kara-Keče and the building of electrical power lines serving the interior of the country. It furthermore stipulates the building of three new hydroelectric power stations and the development of new oilfields in the southern part of the country. President Akayev hopes that the funding for these projects will come from foreign investment (*Kïrgïz Tuusu*, January 16, 1993, p. 1). His plan does not, however, address environmental concerns. If Kirghizstan wants, indeed, to become the "Switzerland of Central Asia" it needs first of all to preserve its natural beauty.

1. **COMPETENCY:** **To ask information on local currency**
   SITUATION: **At the currency exchange office**
   ROLES: **PCV and bank manager**

PCV: Саламатсызбы! Долларды жергиликтүү акчага алмаштырсам болобу?
M: Албетте болот! Келиниз!
PCV: Рахмат. Мага 100 (жүз) америкалык долларды алмаштырып бериниз.
M: Бүгүн доллардын курсу 500 (беш жүз) сом. 100 доллар 50,000 (элүү мин) сом болот. 5000 (беш мин) сомдуктан берейинби?
PCV: Мүмкүн болсо, андан майдараак дагы беринизчи.
M: Жарайт. Мына: эки -- 5000 сомдук, он -- минсомдук, калганын 200 (эки жүз) жана 100 (жүз) сомдуктан берейин.

VOCABULARY:

жер	earth, land; place
жергиликтүү	local
акча	money
алмаш-	to change
алмаш-тыр-	to exchange (lit.: to make change)
алмаштыр-сам болобу	may I exchange? (lit.: if I exchange, is it possible?)
албетте	certainly, of course
сом+дук	ruble bill
эми	now
түшүн-	to understand
америка	America
америка+лык	American
бүгүн	today (<бу күн "this day")
курс	exchange rate
майда	small
андан майда+раак	smaller than that
дагы	again, once more; even

мына	here; here is (are)
кал-	to remain, to stay
кал-ган	that which remained

GRAMMAR AND VOCABULARY EXPLANATION:

Definite and Indefinite Ownership -- The Genitive Case:

In the above dialogue the phrase доллардын курсу "the exchange rate of the dollar" (lit.: of the dollar its rate) is rendered in a construction denoting definite ownership. In Kirghiz definite ownership is expressed by adding to the possessor noun the genitive case suffix and to the "owned" noun the third person possessive suffix (see Chart 1).

The genitive case has the following forms (see also Chart 2):

+ның/+нин; +нун/+нүн
+тын/+тин; +тун/+түн (after voiceless consonants)
+дын/+дин; +дун/+дүн (after м, н, ң, р, л, з, й)

Examples:

кол+дун	"of the arm"	жер+дин	"of the place"
иш+тин	"of the work"	сөз+дүн	"of the word"

As stated above the genitive case suffix has to be added to a definite possessor noun. A possessor noun is definite if it is:

1) preceded by a demonstrative pronoun;
2) represented by a pronoun or personal name;
3) a possessive suffix has been added to it; or
4) singled out in any other way, e.g., preceded by the -ган/-ген or -уучу/-үүчү attribute (see p. 43).

Examples (for #4):

Палоо жасаганга койдун эти ... керек (p. 44) "For making *paloo* one needs the meat of the sheep." (i.e., no other meat will serve for this purpose).

Келген коноктордун баарын тааныйсыз (p. 87) "you know all the guests who have come" (lit.: the all of the guests)

шаардын четинде (p. 54) "in the outskirts of the city" (=namely Bishkek)

If the possessor noun is not definite according to the rules stated above, or no specific ownership is involved, but merely a relationship betwen two nouns is expressed, like English "house door," bedroom," the genitive case suffix is omitted. However, the third person possessive suffix of the following noun, the "owned" noun, has to be kept.

Examples:

Кыргыз тил+и	"the Kirghiz language" (lit.: the language of the Kirghiz)
жекшенби күн+ү	"Sunday" (lit.: the day of Sunday)
жол акы+сы	"road fare"

Note, however: Осмон кыз+ы "daughter of Osman" (see p. 15)

2. COMPETENCY: To inquire about housing conditions
SITUATION: At a Kirghiz apartment
ROLES: PCV and a Kirghiz host counterpart

PCV: Айбек, бул үйүңүз менчикпи же өкмөттүкүбү?
HCP: Былтыр приватизация мыйзамы чыкканда бул үйдү өкмөттөн сатып алгам.
PCV: Мындан башка дагы үйүңүз барбы?
HCP: Ооба, шаардын четинде жер аянты менен дачам бар.
PCV: Аны дагы сатып алгансызбы?
HCP: Биринчи жер сатып алгам, андан кийин кичинекей үй тургузгам. Кудай буйруса жазында сизге дачамды көрсөтөмүн.

VOCABULARY:

менчик	private; property
былтыр	last year
же	or
өкмөт	government, state
өкмөт+түкү	belonging to the state
приватизация	(<Rus.) privatization
мыйзам	law
чык-	to go out; to appear (law, newspaper, book, etc.)
сат-	to sell
сатып ал-	to buy
сатып ал-гам	(<сатып ал-ганмын > алгам) I have bought
башка	other, another
мындан башка	other than that; in addition, besides
чет	edge; suburb
аянт	lot, plot; square
дача	(<Rus.) summer cottage
кичинекей	small
тур-	to stand
тур-гуз-	to erect, to build
тур-гуз-гам	(<тур-гуз-ганмын) I have built

Кудай	God
буйру- / буюр-	to order, to command
Кудай буйруса	God willing (lit.: if God orders)
жаз	spring
жаз+ын+да	in spring
көр-сөт-	to show (<көр- "to see")

GRAMMAR AND VOCABULARY EXPLANATION:

The Suffix +кы/+ки; +ку/+кү:

In a previous dialogue we encountered the phrase түшкү тамак "lunch" (lit.: noon's meal). The suffix +кы/+ки, etc. renders "belonging to" and forms adjectives from nouns.

Examples:

акыр+кы автобус (p. 63)	"the last bus"
эртең+ки рейс (p. 63)	(<эртең "tomorrow") "tomorrow's run"

The suffix +кы/+ки, etc. combines with the locative case suffix +да/+де; +та/+те, etc. (see Chart 2): +дагы/+деги, etc. rendering "belonging to a location."

Examples:

айыл+дагы киши	"a person belonging to a (the) village"
мектебибиз+деги балдар	"the children belonging to our school, i.e., the children of our school"

When added to personal pronouns, the suffix +кы/+ки, etc. is combined with the genitive case:

менин+ки	>	меники	"the one which is mine"
сенин+ки	>	сеники	"the one which is yours"
биздин+ки	>	биздики	"the one which is ours"

By detaching +ники/+дики, etc. from the personal pronouns, a new suffix combination was created which can be added to any noun:

өкмөт+түкү (see above)	"belonging to the government"

Rendering of English Temporal Clauses -ган+да/-ген+де, etc.:

The verbal noun in -ган/-ген, etc. (>-кан/-кен after voiceless consonants), combined with the locative case suffix +да/+де; +та/+те, etc., renders English temporal clauses introduced with "when" (see also p. 28)

Example:

Былтыр приватизация мыйзамы чыкканда бул үйдү өкмөттөн сатып алгам.

"When the law of privatization was passed (lit.: came out) last year, I bought this house from the government." (lit.: at the passing of the law of privatization)

3. COMPETENCY: To inquire about education expenses
SITUATION: In a student's hostel
ROLES: PCV and a Kirghiz student

PCV: Нурлан, сиздин стипендияңыз канча?
K: Бир айда 1.5 (бир жарым) мин сом алам.
PCV: Бул азбы же көппү?
K: Бул аз, бирок тамакка жетет.
PCV: А университетте окуганыңызга канча төлөйсүз?
K: Бизди бекер окутат, бир тыйын дагы төлөбөйбүз.
PCV: Аябай жакшы экен!

VOCABULARY:

стипендия	stipend
бир	one
ай	month
жарым	half
мин	thousand
аз	little, few
көп	much, many
жет-	to be enough
а	and (conjunction)
оку-ган	studying, having studied
төлө-	to pay
бекер	free of charge
оку-т-	to teach (lit.: to make study)
тыйын	kopeck

GRAMMAR AND VOCABULARY EXPLANATIONS:

Interrogative Pronouns (Question Words):

We already encountered a number of question words, such as эмне "what" and ким "who." Here a full list of question words will be given:

эмне	"what?"	кайда	"where?"
ким	"who?"	кайдан	"from where?"
нече	"how many?"	канча	"how much?"
		кандай	"how?"
		кайсы	"which?"
		качан	"when?"

The interrogative pronoun эмне "what," ким "who," кайсы "which and канча "when" can have plural, possessive and case suffixes (see Chart 5).

To the interrogative pronoun ким "who" personal endings can be attached:

кимсиз	"who are you?"
кимбиз	"who are we?"
киммин	"who am I?"

PROVERB:

Билимден ашкан дос болбойт.	"There is no better friend than knowledge."

TOPIC 6:
TRANSPORTATION

CULTURE NOTE: **Transportation in Kirghizstan**

COMPETENCIES:

1. To locate means of transportation
2. To purchase a bus ticket
3. To ask for flights
4. To hire a taxi

Transportation in Kirghizstan

Kirghizstan is a mountainous country. The Tien-Shan mountain chain and the Alay mountain range comprise 93% of the country's territory. The average height of these mountains is 2,750 meters. Some peaks rise above 7000 meters.

Despite the mountains, Kirghizstan has about 60,000 kilometers of highways. The highest mountain road for motor vehicles, 4,282 meters above sea level, is the Kïzïl Art (Red Pass Road) which runs along the border between Kirghizstan and Tajikistan. Major highways are the Bishkek-Isïk-Köl (175 km), Bishkek-Osh (630 km), Bishkek-Talas (229 km) and Bishkek-Narïn (348 km).

In addition to the highways and bus routes connecting remote mountain villages to the outside world, Kirghizstan also has railroads. The railroad system in the south of Kirghizstan was built in the 1920's and 1930's. Most of the trains lead through high mountain regions or follow along river beds and valleys. The train from Bishkek to Osh takes almost two days. Trains also connect Bishkek to Narïn, and to Tashkent via Jambïl and Chimkent. Kirghizstan would like to have all railroads powered by electricity. As of now, a large number of lines still use oil (*Bereke*, September 29, 1992, p. 2).

From the Manas Airport in Bishkek flights depart to many places inside and outside of Kirghizstan, but lately the energy crisis has impaired air traffic. During the winter break in January 1993, students had to stay in Bishkek because all internal flights were cancelled and trains were not running. Lack of gasoline has also interrupted bus and taxi services in Bishkek itself. The buses, which are rather old, do not run as often as is necessary and are, as a rule, overcrowded.

In common with everything else, fares too have increased. At the end of 1992 a monthly bus and trolley bus ticket was sold for 70 rubles (*Biškek Šami*, November 7-10, 1992, p. 6). A single fare from one stop to the next was 2 rubles (*Kïrgïz Tuusu*, January 7, 1993, p. 1).

1. COMPETENCY: To locate means of transportation
SITUATION: At the bus stop
ROLES: PCV and cashier (young girl) at the bus stop

PCV: Саламатсызбы, карындаш! 9-чу (тогузунчу) микро-районго кандай барсам болот?
C: 9-чу (тогузунчу) микро-районго 3-чу (үчүнчү), 4-чу (төртүнчү),15-чи (он-бешинчи), жана 46-чы (кырк-алтынчы) автобус барат. Анан дагы троллейбустар барат: 6-чы (алтынчы), 10-чы (онунчу), 13-чу (он-үчүнчү).
PCV: Жол акысы канча экен?
C: Автобус менен троллейбуста 2 (эки) сом төлөйсүз.
PCV: Аны кондукторго беремби?
C: Жок, шаарда жүрүүчү транспорттун кондуктору болбойт. Талон чаптырасыз. Он сомго беш талон берем.
PCV: Рахмат!

VOCABULARY:

карындаш	younger sister of a man; form for a man to address a younger woman
микро-район	(<Rus.) micro-region
бар-	to go
автобус	(<Rus.) bus
троллейбус	(<Rus.) trolley-bus
жол акы	fare, road payment
экен	in a question: "I wonder ..."
кондуктор	(<Rus.) conductor
жүр-	to go, to move
жүр-үүчү	which is (are) continuously going (moving)
шаарда жүрүүчү транспорт	city transit
талон	a kind of coupon used in city transit
чап-	to hit; to cut (with a tool)
чап-тыр-	(causative) to have cut; here: to validate

GRAMMAR AND VOCABULARY EXPLANATION:

Ordinals:

Ordinals are formed by adding the suffix +(ы)нчы/+(и)нчи; +(у)нчу/+(ү)нчү to cardinal numbers, see Appendix, p. 152.

Habitual Participle -уучу/-үүчү/-оочу:

The function of this participle (verbal noun) has been explained on p. 43. The phrase шаарда жүрүүчү transport "city transit" (lit.: the transit which operates (=goes) regularly in the city) is a good example of its attributive usage. The participle also functions as a substantive. Many terms of professions and occupations are formed with it, e.g., жазуучу "writer" (<жаз- "to write"); куруучу "builder" (<кур- "to build"). See also Word List, p. 149.

2. COMPETENCY: To purchase a bus ticket
SITUATION: At the bus station
ROLES: PCV and employee at the ticket office

PCV: Саламатсызбы! Чолпон-Атага жөнөөчү акыркы автобуска бир билет керек.
TS: Кечиресиз, бирок акыркы автобуска орун калган жок.
PCV: Андай болсо эртенки биринчи рейске бериңиз.
TS: Жарайт! Биринчи автобус 6:15-те (алты он-беште) жөнөйт. Саат 9-да (тогузда) Чолпон-Атада болосуз.
PCV: Макул. Канча төлөймүн?
TS: 110 (бир жүз он) сом. Автобус 3-чү (үчүнчү) жолдон жүрөт.
PCV: Рахмат, жакшы калыңыз!
TS: Жакшы барыңыз! Эртең менен кечикпеңиз!

VOCABULARY:

Чолпон-Ата	a town on the shores of the Isïk Köl
жөнө-	to leave
акыр+кы	(adj.) last, final
билет	(<Rus.) ticket
орун	place
эртен	tomorrow
эртен+ки	(adj.) tomorrow's
эртен менен	early in the morning, at dawn
рейс	(<Rus.) run
жол	way; here: platform
кечик-	to be late
кечик-пеңиз!	don't be late!

GRAMMAR AND VOCABULARY EXPLANATION:

Postpositions:

In previous dialogues the postpositions менен "with" and кийин "after" have been introduced. Postpositions function in the same way as prepositions in English. The main difference is that postpositions are set after the noun or pronoun they refer to. Postpositions govern cases.

There are two kinds of postpositions: postpositions of verbal and nominal origin. In the following notes, postpositions will be listed according to the case suffixes they require.

1) Postpositions with nominative case:

менен •"with, by"

кол менен	"by hand"
эртен менен	(see above) "early in the morning" (lit.: with [the arrival] of tomorrow)
мен менен	"with me"
биз менен	"with us"

•менен also serves as a conjunction "and," combining two nouns:

автобус менен троллейбус	"bus and trolleys"

үчүн •"for, on account of"

	китеп үчүн келдим	"I came for the book"
	мен үчүн	"for me"
but:	анын үчүн	"for it"

сайын •"every" (lit.: in counting)

саат сайын (p. 66)	"every hour"
жыл сайын	"every year"

аркылуу •"by means of, via"

Ош аркылуу (p. 66)	"via Osh"

боюнча •"according to"

келишим боюнча (p. 106)	"according to the agreement"

2) Postpositions with the ablative case:

кийин •"after"

беш күндөн кийин	"after five days"
бир сааттан кийин	"after one hour"
үч аялдамадан кийин (p. 72)	"after three stops"

бери •"since"

көп жылдан бери	"since many years"

башка •"aside, besides"

мындан башка	"aside from this"

3) Postpositions with the dative case:

чейин •"until, up to"

саат бирге чейин	"until one o'clock"
Академияга чейин (p. 72)	"until the building of the Academy"

4) Nouns functioning as postpositions are combined with the preceding noun or pronoun according to the rules of "indefinite ownership," see p. 53.

жак •"side, direction"; жагында "at the side of"

Ош жагында (p. 95) "close to Osh" (lit.: at the side of Osh)

жөн •"side, direction"; жөнүндө "about":

Тынчтык Тобу жөнүндө айтып коюнузчу!

"Please tell a little bit about the Peace Corps."

3. COMPETENCY: To ask for flights
SITUATION: At the airport
ROLES: PCVs and employee at the ticket counter

PCV: Айтыңызчы, Өзгөнгө самолет учабы?
TS: Кечиресиз, Бишкектен туура Өзгөнгө самолёт учпайт. Ош аркылуу барасыз.
PCV: Оштон Өзгөнгө кантип жетебиз?
TS: Оштон Өзгөнгө саат сайын автобус каттап турат.
PCV: Андай болсо, Ошко үч билет бериниз-чи.
TS: Кайсы убакытты каалайсыз?
PCV: Эртең түштөрдө, мүмкүн болсо.
TS: Саат 12:30 (он-эки отузда) жарайбы?
PCV: Жарайт, рахмат!

VOCABULARY:

Өзгөн	a town in the south of Kirghizstan
самолёт	(<Rus.) plane, aircraft
уч-	to fly
туура	straight
Ош	city in southern Kirghizstan
аркылуу	by means of, via (postposition)
кантип	how
жет-	to reach
саат сайын	every hour
катта-	to come and go
каттап тур-	be come and go regularly
убакыт	time
каала-	to want
түш	midday
түш+төр+дө	about midday

GRAMMAR AND VOCABULARY EXPLANATION:

•The word кантип "how" does not observe the rule of palatal-velar harmony (see p. 3). It is a combination of two words: *ка "what" (root syllable of demonstrative pronouns кандай, кайда) and эт- "to do": кантип (lit.: in doing what?).

•The expression түштөрдө means "about noun." Added to numerals and expressions of time the plural +лар/+лер, etc. expresses approximity:

саат эки+лер+де	"about two o'clock"

4. COMPETENCY: **To hire a taxi**
SITUATION: **At a street in Bishkek**
ROLES: **PCV and taxi driver**

PCV: Саламатсызбы! Такси бошпу?
TD: Ооба, келиниз! Кайда барабыз?
PCV: Филармонияга шашып жатам.
TD: Андай болсо отурунуз, учуп алып барам.
PCV: Жакшы болот эле, концерттин башталышына 15 (он-беш) минут калды.
TD: Коркпонуз, үлгүрөбүз!

VOCABULARY:

бош	free
такси	taxi
филармония	(<Rus.) concert hall
шаш-	to hurry
шашып жатам	I am hurrying
отур- / олтур-	to sit
алып бар-	to take, to drive to (a place)
уч-	to fly
концерт	(<Rus.) concert
башталыш	beginning
баш+та-л-	to be started (<баш "head")
корк-	to be afraid
үлгүр-	to be in time, to accomplish something in time

GRAMMAR AND VOCABULARY EXPLANATION:

•The particle эле in the phrase жакшы болот эле renders "this will indeed be good (will be excellent)!" In conjunction with the present-definite future tense эле stresses that the action will be done.

•Эле used after nouns or other words stresses the preceding word: "still, yet, only; indeed, so":

Биздин акчабыз эле мурунку СССР'дин "рубль"и.
"Our money is still the ruble of the former Soviet Union."

Ооба, чын эле, Тынчтык Тобу менен келдим (p. 92).
"Yes, it is very true, I came with the Peace Corps."

Мындан үч квартал эле алыс. "It's only three blocks away."

PROVERB:

Биз жок жердин чөбү алтын. "The grass is always greener on the other side of the fence."

(lit.: In the places where we don't go the grass is golden.)

TOPIC 7:
DIRECTIONS

CULTURE NOTE: **The City of Bishkek**

COMPETENCIES:

1. To ask for and give location of a building
2. To ask for and give directions to a place

The City of Bishkek

Bishkek, the capital of the Republic of Kirghizstan, is located in the green foothills of the snow-capped Ala-Tau mountains. It is a beautiful city, sheltered by the mountains from the cold winds in winter and the soaring heat in the summer. Trees line its broad streets. Often the center divides are tree-lined too. Many parks, among them the Botanical Garden and the Arboretum of the Kirghiz Academy of Sciences, add to the city's appearance of a garden city. It has been said that Bishkek has more trees per resident than any other city in the former Soviet Union (Kadir Omurkulov, *Kirghizia*. Moscow 1987, p. 68).

The city was founded in 1878. At that time it was called Pishkek, also pronounced Bishkek. In 1926 the Soviets renamed the city Frunze after Mikhail Frunze (1885-1925), the Red Army commander who participated in the reconquest of Central Asia after the October Revolution of 1917. In 1991 the city resumed its former name. Streets and places, which had been named after Russian commanders of the Red Army, were given new names of historical and cultural significance to the Kirghiz.

Before Kirghizstan's declaration of independence, on August 31, 1991, Bishkek had eight institutions of higher education and thirteen specialized secondary schools. Now an additional number of institutes and secondary schools have been established. In terms of its population, Bishkek is a young city. According to recent statistics, the average age of a resident of Bishkek is 30 years. Bishkek is also the seat of the Kirghiz Academy of Sciences which has eighteen research institutes.

Next to theaters, concert halls and museums, much of the cultural life takes place in a building formerly called the "House of Culture," (i.e., Soviet Culture). This building, together with a unique sculptural complex, was built in the late 1970s. Though it was difficult at that time to express a preference for Kirghiz culture, the Kirghiz succeeded in having the park-like avenue leading to the "House of Soviet Culture" transformed into a strong statement of Kirghiz cultural values. The avenue is flanked by sculptures of famous singers/poets of *Manas*, the national epic of the Kirghiz (see p. 12). Facing these sculptures, in front of the building, is a statue of Manas himself, astride his swift steed Ak-Kula. On his left side stands a statue of his wise, old advisor Bakay and to his right side is his faithful wife Kanikey. Throughout the city one finds many other references to the hero Manas. For example, the airport in Bishkek, for many the gateway to Kirghizstan, is named after him. Appropriately, it is Manas who first welcomes the visitor to the land of the Kirghiz.

1. **COMPETENCY:** **To ask for and give location of a building**
SITUATION: **At a street corner**
ROLES: **PCV and a Kirghiz person**

PCV: Кечиресиз, сизден сурасам болобу?
K: Сураңыз, кулагым сизде!
PCV: Мен Улуттук Банкка барат элем. Жолду билбей жатам.
K: Ушул жерден үч аялдамадан кийин Илимдер академиясы болот. Академиянын оң жагында Улуттук Банк бар.
PCV: Кайсы автобуска түшүш керек?
K: Ушул жерден өткөн баардык автобус менен троллейбустар Академияга чейин барат.
PCV: Сизге чоң рахмат! Эми түшүндүм.
K: Арзыбайт, жакшы барыңыз!

VOCABULARY:

сура-	to ask
кулак	ear
кулагым сизде	I am listening attentively (lit.: My ear is with you.)
улут	nation
улут+тук	national
банк	bank
бил-	to know
бил-бе-й жатам	I do not know
аялдама	bus stop
илим	science
академия	(<Rus.) academy
Илимдер Академиясы	Academy of Sciences
оң	right
жак	side
түш-	to fall; (with dative case) to fall into; to enter (a vehicle)
өт-	to pass
баардык	all
чейин	(postpostion) till, to
арыз-	to be close, to be equal
арзыбайт	don't mention it! (lit.: it does not amount to anything)

GRAMMAR AND VOCABULARY EXPLANATION:

Explanation of Phrases:

•The phrase сизден сурасам болобу "May I ask you?" (lit.: if I ask you, will it be possible?) is the polite way of asking for permission to do something, see also p. 45.

•Барат элем renders "I want to go."

2. COMPETENCY: To ask for and give directions to a place
SITUATION: At a street corner
ROLES: PCV and elderly Kirghiz woman

PCV: Саламатсызбы, эже!
K: Саламатчылык!
PCV: Жакын жерде ресторан барбы?
K: Сол жакка бурулуп түз барсаңыз көчөнүн бурчунда "Бишкек" ресторану бар. Бир квартал ары "Сейил" ресторанын табасыз. Беш-бармакты жасашат.
PCV: Ал алыспы?
K: Жок, анча эмес. Жөө барсаңыз 7-8 (жети-сегиз) минут болот.
PCV: Рахмат, эже!

VOCABULARY:

жакын	near
ресторан	(<Rus.) restaurant
сол	left
бурул-	to turn
түз	straight
көчө	street
бурч	corner
квартал	(<Rus.) block
ары	farther, further away
тап-	to find
алыс	far, far away
анча эмес	not quite
жөө	afoot, pedestrian
минут	(<Rus.) minute

GRAMMAR AND VOCABULARY EXPLANATION:

Change of Final Consonants -п and -к> -б and г-:

The rule is that -п > -б and -к > -г when adding suffixes with initial vowels.

Examples:

тап- "to find"	but:	табасыз "you will find"
китеп "book"	but:	китебим "my book"
жак "side, direction"	but:	жагында "at its side"
чык "to go out; turn out"	but:	жыгъып (converbial form)
		жыгамын "I go, will go out"

PROVERB:

Эмне эксен, ошону аласын. "What you sow, you harvest."

TOPIC 8:

SHOPPING AT THE BAZAAR

CULTURE NOTE: **Present Day Life in Kirghizstan**

COMPETENCIES:

1. To converse with a salesperson at the dry fruit stall
2. To bargain with a salesperson
3. To inquire about quality and price of a handmade carpet

Present Day Life in Kirghizstan

Living conditions in Kirghizstan are difficult now. A high rate of inflation, unemployment, an increase in crimes and other negative factors have given rise to a sense of insecurity and helplessness among some segments of the population. Others, while coping with the hardships, have discovered strength in self-reliance.

The disadvantaged, elderly and families with many children still receive pensions, allowances and other assistance from the government. The Soviet-type social programs which the Kirghiz government inherited, such as free health care and education, have not been abolished. On the contrary, President Akayev's program for developing a market economy includes a strong commitment to social welfare programs (*Ulukman*, October 15, 1992, p. 2).

Under the present economic conditions, however, the existing government programs are insufficient. It is admirable that the Kirghiz have turned to one of their most cherished traditions: the exercise of generosity. Those who have more than others help the less fortunate. For example, businessmen offer scholarships to supplement the stipends students receive from the state. These stipends are based on grades. In November 1992, those who earned the best grade ("5") received 1,450 rubles per month. Those who made only the grade "2" had to get by with 680 rubles (*Asaba*, December 3, 1992). These amounts are barely enough to cover expenses for food. Last winter students living in dormitories in Bishkek had a particularly hard time. Appeals were made to the district administrators in the provinces to deliver food to students from their regions. The mayor of the city of Balikči, for example, distributed 30 kg potatoes, 5 kg meat, and 5 kg sugar to each student from his city (*Kïrgïz Tuusu*, January 7, 1993).

Teachers of the Tien-Shan district in the province of Narin found a simple way to help their schools and themselves. They converted schoolyards into agricultural use. Seven hundred sheep were raised and 60 *ha* of land was cultivated. The wheat from the land was made into flour and distributed among the teachers. The wool from the sheep earned the teachers 170,000 rubles. With this income coal was bought at summer prices to heat the school buildings in winter (*Jetkimček*, October 10, 1992, p. 1).

There are, of course, also those who use the lack of law enforcement as opportunities to enrich themselves. Artificial shortages are being created by people engaging in "black marketeering." These people, called in Kirghiz "kïzïl kulak" (lit.: "red ears"), buy or even steal everything they can

lay their hands on, from air and railroad tickets to furs from illegally hunted animals. Some of their "goods" are shipped to other republics, while other merchandise, like food, is sold locally at inflated prices. The activities of the "kizil kulak" have outraged the population. For example, bread recently became scarce in Bishkek. Long lines formed in front of bread stores, while elsewhere all kinds of bread were available, of course, at much higher prices.

1. **COMPETENCY:** **To converse with a salesperson at a fruit stall**
SITUATION: **At a market (bazaar), at a fruit stall**
ROLES: **PCV and salesperson (younger girl)**

S: Ай, жигит, келиниз! Өрүк, мейиз алыңыз! Балдан таттуу!
PCV: Жеп көрсөм болобу?
S: Албетте болот! Каалаганча алыңыз!
PCV: Аябай ширин экен! Кайсы жердин жемиши?
S: Түштүктө өскөн эң сонун өрүктөн, мейиз болсо кара жана ак жүзүмдөн кургатылган. Витамини көп!
PCV: Андай болсо, карындаш, мага жарым килден бериниз!

VOCABULARY:

ай	interjection: hey!
жигит	young man
өрүк	fresh apricot; dried apricot
мейиз	raisin
бал	honey
тат	taste
тат+туу	sweet
же-	to eat
жеп көр-	to try to eat; here: to taste
ширин	sweet
жемиш	fruit
түштүк	south
өс-	to grow
эң	particle forming superlative
эң сонун	the very best
кара	black
ак	white
жүзүм	grapes
кургат-	to dry
кургат-ыл-	to be dried
витамин	(>Rus.) vitamin

GRAMMAR AND VOCABULARY EXPLANATION:

Suffix -ганча/-генче; -гончо/-гөнчө; also
-канча/-кенче, etc. after voiceless consonants:

The above suffix renders "while, as long as." The suffix may also indicate limitation in regard to a future action: "before doing something, until." It can also express preference "rather than doing something, instead of."

Examples:

каала-ганча алыңыз	"take as long (=as much) as you like"
көрүш-көнчө саламатта болуңуз (p. 86)	"until we meet (again) be healthy!"

Ablative: +дан/+ден, etc. (see Chart 2):

The dialogue above gives several examples for the usage of the ablative. Its basic function is to render separation "from, away from." In the above dialogue the ablative indicates the material from which something is made: ак жүзүм+дөн кургатылган "they (=the raisins) have been dried from white grapes."

The ablative also renders selection from something:

мага жарым килден бериниз! "please give me half a kilo."

The above dialogue also gives an example for the usage of the ablative to form the comparative of adjectives (see p. 37):

бал+дан таттуу "sweeter than honey"

2. COMPETENCY: To bargain with a salesperson
SITUATION: At the bazaar
ROLES: PCV and elderly woman salesperson

PCV: Апа, сүт майлуубу?
S: Майлуу болбогондо, берекем! Карасан үстүндөгү каймагын!
PCV: Бир литри канча турат?
S: Бир литри 25 (жыйырма беш) сом турат.
PCV: 3 (үч) литрин 65 (алтымыш беш) сомго бересизби?
S: Мейли, 70 (жетимиш) сомго берейин!
PCV: Жарайт!

VOCABULARY:

апа	a form of addressing an elderly woman
сүт	milk
май	butter; oil
май+луу	(adj.) fat (lit.: with butter, oil)
болбогондо	certainly, it goes without saying (<бол- "to be", lit: if it is not)
үст	surface
үст+үн+дө+гү	which is on its surface
каймак	cream
литр	(<Rus.) liter
тур-	to stand; to cost
мейли	well, agreed

GRAMMAR AND VOCABULARY EXPLANATION:

The above sentence "карасан үстүндөгү каймагын!" is rendered as "just look (lit.: if you look) at the cream on the top (of the milk)!" The changed word order in the sentence reflects the reaction of the saleswoman to the question asked by the customer. The normal word order would be үстүндөгү каймагын карасан! For the use of the conditional to render requests, see p. 45.

3. COMPETENCY: To inquire about quality and price of goods
SITUATION: At the craft bazaar
ROLES: PCV and salesperson (younger woman)

PCV: Карындаш, килемиңиз аябай кооз экен! Өлчөмү кандай?
S: Узуну 3.5 (үч жарым) метр, туурасы 2.5 (эки жарым) метр.
PCV: Килем таза жүндөн жасалганбы, же аралашмалары барбы?
S: Бул тап-таза жүндөн жасалган. Өзүбүз үйдө токуганбыз. Алыңыз, аябай жылуу!
PCV: Канчага сатасыз?
S: 6 (алты) миң сом дейм.
PCV: Килемиңиз жакшы экен, бирок баасы дагы жакшы экен.
S: Анда сиз сураңыз.
PCV: 5 (беш) миң менен соодабыз бүтсүн!
S: Мейли, ортосу болсун. 5.5 (беш жарым) миң сом.
PCV: Колунузду бериниз!
(shake hands)

VOCABULARY:

килем	carpet
кооз	beautiful
өлчөм	dimension, measurement
узун	long, length
туура	width
таза	pure; clean
тап таза	very pure
жүн	wool
ара	between
ара+ла-ш+ма	mixture
өз	self
өзүбүз	ourselves
току-	to weave; to knot
жылуу	warm

канча+га	for how much
анда	then
сура-	to ask
соода	trade
бүт-	to end
орто	middle
кол	hand; arm

GRAMMAR AND VOCABULARY EXPLANATION:

Reflexive pronoun өз "self":

The reflexive pronoun өз used with possessive suffixes renders "self": өз+үм "myself," өз+үбүз "ourselves." The reflexive pronoun first person often replaces the first person personal pronoun, see above example:

өзүбүз үйдө токуганбыз "we (=ourselves) have woven (it) at home."

•Explanation of sentence:
The sentence in the above dialogue: алты миң сом дейм (=деймин) represents a direct quotation (see p. 106): "I say: '6000 rubles.'"

PROVERB:

Чоң тоолор да майда таштан курулат.
"Even the tall mountains are made from small stones."

TOPIC 9:

BEING INVITED BY A KIRGHIZ FAMILY

CULTURE NOTE: **On Kirghiz Hospitality**

COMPETENCIES:

1. To be invited and to respond to an invitation
2. To be welcomed into a Kirghiz home

On Kirghiz Hospitality

The hospitality of the Kirghiz people is deeply rooted in their nomadic past. A traveler arriving at a Kirghiz *ayïl* (encampment) was always welcomed into any yurt (*boz üy*) he approached. A sheep would be slaughtered in his honor and the whole *ayïl* would enjoy the visitor's company, particularly if he brought with him news of distant places and was able to entertain his hosts with improvised songs and melodies played on the *komuz*, the Kirghiz national instrument.

Hospitality among the Kirghiz, as among all Central Asian Turkic peoples, is an obligation taught to the young as part of their upbringing. Every young Kirghiz, whether boy or girl, knows exactly how to serve guests and how to function at large gatherings. To receive guests is often a community affair. Formerly the whole *ayïl* would partake in the expenditures. Today it is the village, or in the cities, the neighborhood that participates communally in the entertaining of guests.

The young are not only taught how to be good hosts but also how to be good guests. A guest should never come with empty hands. The nomadic society of the Kirghiz was very much based on the understanding that one has to give first before one can receive. To receive without giving marks a person as greedy. The "give and take" very often is carried out in the form of an exchange of gifts. For example, a guest should bring with him something for the children in the host family, flowers for the hostess, or something from the country where the guest has come from. A female guest might also prepare some delicacies at home, particularly if she knows that a number of guests have been invited in honor of a special visitor.

When the guest leaves, the host will present him/her with a gift of his own. At a banquet, the male guest of honor will be dressed ceremonially in a robe and a Kirghiz hat will be placed on his head. At this time the honored guest should be ready to present his gifts to the hosts and other guests. Circumstances may vary, but it should be remembered that the Kirghiz code of hospitality requires immediate reciprocity.

Another fact to be remembered is that Kirghiz hosts lead their guests to their special seats. There is no free seating order. For example, the honored guest will always be seated opposite the door. This place of honor is called *tör*. In the Kirghiz yurt the *tör* was opposite the entrance, close to the open fire. The guest would face the entrance of the yurt, and would therefore be undisturbed by the food being brought in or by arriving guests.

1. **COMPETENCY:** **To be invited and to respond to an invitation**
SITUATION: **Telephone conversation**
ROLES: **PCV and his Kirghiz friend**

K: Ало, Дэн! Мени тааныдыңызбы?
PCV: Ооба, Азамат, кандайсыз?
K: Жаман эмес, рахмат! Дэн, бүрсүгүнү саат 5-те (беште) биздикинен чай ичип кетиниз?
PCV: Рахмат, сөзсүз барам!
K: Сиз тааныган досторум болот: Лиля, Анара, Болот, Эркин аялы менен.
PCV: Абдан жакшы болот!
K: Анда көрүшкөнчө саламатта болунуз!
PCV: Саламатта болунуз!

VOCABULARY:

таany-	to know (a person); to recognize
бүрсүгүнү	the day after tomorrow
биз+дики	ours (lit.: what belongs to us); our home
чай ичип кет-	to have a meal (lit.: to drink tea and leave)
сөзсүз	without fail, surely, certainly
аял	woman, wife
көрүш-	to meet (with each other) (<көр- "to see")
көрүш-көнчө	until we meet, until we see each other again

GRAMMAR AND VOCABULARY EXPLANATION:

The above idiomatic phrase: биздикинен чай ичип кетиниз (lit.: please drink tea with us (=from us) and leave") renders the Kirghiz way of inviting someone for dinner. "To have a cup of tea" is a euphemism for a full meal.

2. COMPETENCY: **To be welcomed into a Kirghiz home**
SITUATION: **Arrival at a Kirghiz home**
ROLES: **PCV, his Kirghiz friend's wife and her elderly father**

PCV: Саламатсыздарбы!
W: Саламатчылык! Келиңиз!
PCV: Бул гүлдөр сизге, айым!
W: Чоң рахмат! Кандай сонун розалар! Дэн, келген коноктордун баарын тааныйсыз. Бул аксакал болсо менин атам.
PCV: Ассалому алейкум, аксакал!
W: Ата, бул болсо биздин Америкалык досубуз. Аты Дэн.
F: Кандайсын, балам? Кыргызстанда кыйналбай жүрөсүнбү?
PCV: Рахмат, ата! Кыйналган жокмун. Кыргызстан мага аябай жагып жатат!
F: Ошондой эле болсун, балам!

VOCABULARY:

гүл	flower
роза	rose
конок	guest
баары	all
бол-со	and, but (lit.: if it is)
кыйнал-	to suffer, to meet difficulties
кыйнал-бай	without suffering, without any difficulties
жүр-	to walk, here: to get along
жак-	to please, to enjoy
мага ... жагып жатат	it pleases me; I like, I enjoy
эле	see p. 69

GRAMMAR AND VOCABULARY EXPLANATION:

The above dialogue gives examples for the usage of бол-со (lit.: if it is) as an emphatic particle:

Бул аксакал болсо менин атам	"*and* this old gentleman is my father"
Ата, бул болсо ...	"*and* this, my father, is ..."

PROVERB:

Ашыкча тамаша досту кас кылат. "Better lose a jest than a friend"
(lit.: to much joking makes a friend an enemy)

TOPIC 10:

AT THE WORKPLACE

CULTURE NOTE: **Educational System in Kirghizstan**

COMPETENCIES:

1. To converse with Kirghiz students (first day of class)
2. To prepare for a meeting with rector of institute or university
3. To interact with Kirghiz students (inquiring why being late or absent)

Educational System in Kirghizstan

On September 1, 1992 all five Central Asian Republics (Uzbekistan, Kazakhstan, Kirghizstan, Turkmenistan and Tajikistan) introduced the American degree system to their universities and institutions of higher learning. Students admitted for the academic year 1992-1993 will earn as their first academic degree the Bachelor of Arts and may then continue in graduate programs leading to the master and doctoral degrees. Previously enrolled students will finish their studies according to the Soviet educational system, which will be phased out gradually.

The Central Asian republics have made a clear choice for the American university system, but, unfortunately, their decision with its wide-range implications for the whole educational system of Central Asia, has escaped the attention of the American public. With hardly any teachers or faculty trained at American universities or colleges, with little knowledge of degree requirements, curricula, and with the lack of teaching tools (textbooks, course materials, etc.), the Central Asian republics are looking at the United States to assist them in these crucial times of change.

Kirghizstan, for example, needs instructors in all academic fields. For example, the insufficient number of teachers of English is a critical concern. The general demand for people with a knowledge of English is so great that many teachers of English have left their institutions to work in the government, local and foreign business enterprises, and diplomatic missions for much higher pay.

Institutions of higher learning also have to cope with a larger number of students. Previously, students could apply to universities in Moscow, St. Petersburg or any other city in the former Soviet Union. Now these institutions charge tuition from students of other republics.

The shortage of teachers, not only English teachers, has created a critical situation throughout the educational system of Kirghizstan. The shortage is most severe in the country-side, in the small villages and towns. Parents and school teachers complain about the lack of school books and teaching aids. The country is in the midst of an economic crisis (see p. 49) and cannot afford to pay hard currency for paper to print school books. Most of the formerly used school books, published according to the strict guidelines of the Communist Party, had to be discarded. Scholars have been working on new books concerning Kirghiz history, language and literature, but their manuscripts could not be published for lack of paper.

Despite the lack of books and other shortages, most of the Kirghiz teachers, the majority of whom are women, have been taking on additional teaching loads. They are admirably committed to teaching the young generation. The emphasis throughout the school system is now on implanting in the young respect for the ancient nomadic culture of the Kirghiz. Children are being brought to *yurts* (traditional dome tents of the Kirghiz) and are being taught Kirghiz history and the poetry of the Kirghiz *aqïn* (oral poets/singers), which also includes epic songs, such as *Kojo Jaš*, *Keydikan*, and above all the monumental epic *Manas* (see p. 12). They are also introduced to the works of those Kirghiz poets and writers persecuted during the Soviet period.

Working together with Kirghiz writers and poets, teachers and scholars of Kirghiz reintroduced into the Kirghiz language words which had been replaced by Russian and abolished Russian orthographic rules imposed on Kirghiz. Kirghiz newspapers responded to the quest for a renewed Kirghiz language. Currently, they are setting examples in using a Kirghiz language no longer influenced by Russian vocabulary and style.

1. **COMPETENCY:** **To converse with Kirghiz students**
SITUATION: **In a classroom**
ROLES: **PCV and Kirghiz students**

PCV: Урматтуу окуучулар! Мен силердин англис тили мугалими болом.
К: Агай, Америкадан келдиңиз деп уктук. Ошол чынбы?
PCV: Ооба, чын эле, тынчтык тобу менен Америкадан келдим.
К: Сиз Кыргызстанга биринчи жолу келдинизби?
PCV: Ооба, быйыл мени Кыргыз мамлекеттик Университети чакырды. Силерге эки жыл сабак берем.
К: Аябай жакшы болду! Англис тили сабагын америкалык мугалимден алгыбыз келет.

VOCABULARY:

урмат	respect
урмат+туу	respectful, dear
окуучу	student (<оку- to read, to study)
деп	(<де- "to say") closes off a direct quotation (see below)
ук-	to hear
чын	true
чын эле	very true; it's very true
тынч+тык	peace
топ	group, corps, assembly
тынчтык тобу	Peace Corps
жол	way, road; time
биринчи жолу	for the first time
быйыл	this year (<бул+жыл "this year")
мамлекет+тик	state (adj.)
чакыр-	to call, to invite
жыл	year
сабак	lesson
сабак бер-	to teach (lit.: to give lessons)
сабак ал-	to be taught, to study, to learn (lit.: to take lessons)
сабак алгыбыз келет	see below

GRAMMAR AND VOCABULARY EXPLANATION:

The phrase ал-гы+быз келет means lit.: our desire to take (lessons) comes (arises), i.e., "we very much want to take lessons." The verbal noun -гы/-ги; -гу/-гү (also -кы/-ки, etc. after voiceless consonants) with possessive suffixes is followed by the third person singular of the verb кел-: келет or келди. The desire is personalized as a being which arises from the mind or heart of the human being. The paradigm of this construction is as follows:

бар-гы+м келет (келди)	"my desire to go arises (arose)," i.e., I very much want (wanted) to go"
айт-кы+быз келет	"we very much want to say"
ойло-гу+су келет	"he very much wants to think"
сүйлөш-кү+нүз келет	"you very much want to speak with someone"
жаша+гым келет	"I very much want to live"

The negation of this construction is:

бар-гы+м келбейт (келбеди), or
бар-гы+м жок, etc.

2. COMPETENCY: **To prepare for a meeting with the rector (director) of the institute or university**

SITUATION: **At the workplace**

ROLES: **PCVs and two Kirghiz colleagues**

K: Урматтуу тынчтык тобу менен келген достор! Ректорубуз эртең саат 10-до (ондо) сиздерди кабыл алат.

PCV: Жакшы болот! Сиз дагы биз менен барасызбы?

K: Ооба, мен сиздер менен кошо барам. Эртең саат 9:30-да (тогуз отузда) сиздер турган мейманканада жолугабыз.

PCV: Сүйлөштүк!

K: Ректорго суроолорунузду даярданыздар!

PCV: Суроолор эчак эле даяр!

K: Анда көрүшкөнчө саламатта болунуздар!

PCV: Саламатта болунуз!

VOCABULARY:

дос	friend
ректор	(<Rus.) director, president (of institute or university)
кабыл ал-	to receive
кошо	together
мейман	guest
мейманкана	hotel (lit.: guest house)
жолук-	to meet
сүйлө-ш-	to talk with each other; here: to agree
сүйлөштүк	settled! agreed! (lit.: we agreed)
суроо	question
даяр	ready
даярда-	to prepare
эчак	long ago

GRAMMAR AND VOCABULARY EXPLANATION:

•The above dialogue gives examples for the attributive usage of the past participle -ган/-ген, etc. in rendering English relative clauses: кел-ген достор "friends who have come"; сиздер тур-ган мейманканада "in the hotel you (all) are staying." See p. 43.

3. COMPETENCY: **To interact with Kirghiz students (inquiring why being absent or late)**

SITUATION: **Classroom**

ROLES: **PCV and Kirghiz student (male)**

PCV: Асан, эмнеге дүйшөмбү күнү сабакта болбодунуз?

S: Кечириниз, агай. Ишемби жана жекшемби күндөрү айылга бардым, ата-энемди көрдүм. Анан аба-ырайы жаман болуп самолет учпады. Ошентип бүгүн келдим.

PCV: Сиздин айылыңыз кайсы жакта?

S: Айылым Ош жагында.

VOCABULARY:

эмне+ге	why
айыл	village, also: house
анан	then, after that
аба	air
ырай	condition, appearance
аба-ырайы	weather
самолет	(<Rus.) aircraft
уч-	to fly
ошентип	therefore
жак	direction, side, vicinity
жакында	at the side of (see p. 65)

GRAMMAR AND VOCABULARY EXPLANATION:

No explanations are needed for the above dialogue.

PROVERB:

Акыл менен тарбия -- бир тууган. "Intelligence and good manners are brothers."

TOPIC 11:
MEDICAL & HEALTH ISSUES

CULTURE NOTE: **Health and Environmental Issues in Kirghizstan**

COMPETENCIES:

1. To respond to questions about illness
2. To report a medical emergency

Health and Environmental Issues in Kirghizstan

Kirghizstan, as all other non-Russian territories of the former Soviet Union, has to cope with the legacy of a large-scale mismanagement of the country's natural resources and a complete disregard for its environment. This is especially evident in the southern parts of Kirghizstan, in the province of Osh.

It was extremely difficult for the Kirghiz when, soon after the Russian conquest, their best grazing lands were confiscated for the benefit of Russian settlers who brought with them a different attitude toward nature. Later, during the Soviet period, the Kirghiz saw their rivers being diverted or destroyed as huge dams were built in the earthquake-prone mountains. They watched their animals being hunted to the point of extinction. Following the orders from Moscow, many Kirghiz became indifferent to nature too.

The Kirghiz, having been a nomadic people, have a long tradition of protecting nature. For them, nature was to be revered by man and was not to be subjected to his will. Mountains and rivers were the seats of spirits to be venerated in daily rituals. Certain animals, like the deer and the wolf, were considered the ancestors of Kirghiz tribes and it was forbidden to hunt or harm them. Like the Native Americans, the Kirghiz believed that humans should live in harmony with nature and with the animal world.

Long before *glasnost*, during the 1960's, the Kirghiz writer Chingiz Aitmatov (see p. 155-156) began to speak out against the disregard for nature and human lives. In one of his stories, "Farewell, Gulsary!", a horse is presented as a symbol for the millions of helpless victims of the Soviet regime -- a regime that sacrificed human beings and animals, as well as nature. In the story "The White Steamship" (1970) he reminded the Kirghiz, and for that matter the whole world, of their responsibility to future generations. A young boy takes his life, leaving this earth in despair, after having witnessed how his gentle grandfather who had taught him to be kind to every living creature, every tree and stone, had been trampled down, his soul broken by the brutal Oroskul, a man with no regard for Kirghiz traditions, respecting neither human beings nor animals.

Chinghiz Aitmatov, born 1928, speaks for many Kirghiz when he reflects upon his childhood and his native village Sheker. "In my childhood days we were told it is a sin to kill birds." The village has changed too. Though the mountains are still there, "the Kurkureu River has disappeared, a fact

that hurts me very much" (Chingiz Aitmatov, *The Time to Speak Out*, Progress Publishers, Moscow, 1988, p. 59).

Fortunately, some regions of Kirghizstan have been spared or less effected by Moscow's central planning. One of these places is the area of the Isïk-Köl ("Hot Lake"), the "Blue Eye" of the Kirghiz mountains. The lake, the world's second largest mountain lake, lies at 1,608 meters above sea level. It is surrounded on two sides by snow-capped mountains. The Isïk-Köl is unique in that it does not freeze in the winter. The lake is fed by dozens of rivers, but none flows out of the lake. Though the lake and its surroundings have not lost their natural beauty, there are ecological problems. Since 1927 the water level in the lake has dropped by 2.8 meters at an annual rate of 5-6 centimeters (Kadïr Omurkulov, *Kirghizia*. Moscow 1987, p. 45). Kirghiz environmentalists believe that the water level has been dropping as a result of intense human interference. They urge that the whole Isïk-Köl region be put under the protection of the United Nations in order to preserve this wonder of nature for the benefit of the world.

They also have been paying close attention to some remote mountain valleys and forests that provide a habitat for plants and animals found only in Kirghizstan. The country encompasses in its small territory all climatic zones of the world, from sun-drenched deserts to perpetual snow. For many years scholars at the Institute of Organic Chemistry of the Kirghiz Academy of Sciences have been researching plants and have identified 4,000 species with curative properties. Foremost among the Kirghiz scholars is Arstanbek Altïnmïshev, author of a book entitled *The Medicinal Riches of Kirghizstan* (Kadïr Omurkulov, op. cit., p. 29).

Kirghizstan's "green pharmacy" has become important for the country's health services which are now experiencing a severe shortage of imported medicines. The health services also have to struggle with many other shortages. The energy crisis, particularly during the winter of 1992-1993, effected the work of doctors and nurses in hospitals and health care facilities. In some regions ambulance services were completely interrupted.

1. **COMPETENCY:** **To voice concern about a student's well-being**
SITUATION: **Classroom**
ROLES: **PCV (lady) and student**

PCV: Гулнара, сизге эмне болду? Ден-соолугуңуз дуруспу?
S: Кечиресиз, эже, кичине жаман сезип турам. Ооруп калдым окшойт.
PCV: Эмнениз ооруйт?
S: Башым, тамагым ооруйт. Мага суук тийиптир.
PCV: Жаным, үйгө барып, чай ичип төшөккө жатсаңыз жаксы болор эле.
S: Макул. Мага көңүл бурганыңызга чоң рахмат, эже.

VOCABULARY:

сизге эмне болду?	What happened with you? What's the matter with you?
ден / дене	body
ден-соолук	health
дурус	alright, right, well
кичине	a little
сез-	to feel
сез-ип турам	I am feeling
оору-	to hurt, to be ill
ооруп калдым	I got ill
окшойт	it seems
тамак	throat
суук	cold
тий-	to touch
мага суук тийитир	it seems I got a cold (lit.: the cold touched me)
жан	soul
жаным	my dear
төшөк	bed
жат-	to lie (down)
көңүл	heart, mind; intention, wish
бур-	to turn
көңүл бур-	to be concerned (lit.: to turn the heart to something or somebody

GRAMMAR AND VOCABULARY EXPLANATION:

Past tense in -ыптыр/-иптир; -уптур/-үптүр plus personal endings (see p. 13):

The phrase мага суук тийиптир "it seems I got a cold" is a good example for the usage of the above past tense form. It indicates that the speaker is either unaware that the action had happened, has forgotten about it, or has heard about it through someone else.

Sentence Explanation:

The sentence ... төшөккө жатсаңыз жакшы болор эле renders "if you go home, drink tea and rest it would be good," i.e., "you should go home."

2. COMPETENCY: To report a medical emergency
SITUATION: Sports arena / school grounds
ROLES: PCV and students

S(1): Агай, тезирек жүрүңүз. Чолпон топ ойноп жыгылып кетти.
PCV: Чолпон, бир жерин ооруттубу?
S(2): Ой, колум аябай ооруйт.
PCV: Түшүнүктүү, колуңуз сынган окшойт.
S(1): Доктор чакырсак болобу?
PCV: Жок, эң жакшысы, "Тез жардам"га телефон чаламыз.
(Телефондо):
Тезиреек чет тилдер институтына "Тез жардам"ды жибериңиз! Чолпон деген кыз жыгылып, колу сынып калган экен!

VOCABULARY:

тез	quick, quickly
тез+ирээк	more quickly, fast
топ	ball
ойно-	to play
жыгыл-	to fall down
түшүн-үк+түү	understandable; I see
сын-	to break, to be broken
жардан	help
тез жардан	ambulance
жибер-	to send

GRAMMAR AND VOCABULARY EXPLANATION:

Superlative:

The dialogue gives an example for the rendering of the superlative of adjectives: эң жакшы "the best," here further intensified through the third person possessive: эң жакшы+сы "the best of the best," meaning "it's best."

PROVERB:

Биринчи байлык--ден соолук,	"The first treasure is your health,
экинчи байлык--ак жоолук.	the second treasure is your wife."

TOPIC 12:
INTERACTION WITH OFFICIALS

CULTURE NOTE: **The Kirghiz Government**

COMPETENCIES:

1. To make an appointment through a secretary to see the Minister of Education
2. To meet with the Minister of Education

The Kirghiz Government

On August 31, 1991 Kirghizstan proclaimed its independence from the former Soviet Union. In December 1991 it became a member of the Commonwealth of Independent States (CIS). The United States recognized Kirghizstan's independence on December 24, 1991 and, as the first Western country, opened an embassy in Bishkek. Kirghizstan was admitted to the United Nations on March 2, 1992 and has become a member of the World Bank, the International Monetary Fund and other international organizations.

Soon after the declaration of independence, Kirghizstan adopted a preliminary constitution based on the principle of the separation of powers between the legislative, the executive and the judicial branches of government. A final version of the constitution was debated in the December 1992 session of the Kirghiz Parliament (Кыргыз Республикасынын Улук Кенеши "Supreme Council of the Kirghiz Republic") but has not yet been adopted.

The Parliament, representing the legislative branch of the government, consists of 350 deputies who were elected for a five year period in March 1990, when the country was still under Communist rule. Because most deputies got their mandate on the basis of their affiliation with the former Communist Party, many Kirghiz demand new elections and the dissolving of the current parliament.

The parliament meets for two sessions a year, one winter and one summer session. With the exceptions of members of parliamentary committees, the deputies are only paid for the duration of the sessions.

President Akayev was first elected by the parliament in June 1990. He was reelected by popular vote in October 1991. The President, with his cabinet of ministers and a council of advisors, represents the executive branch of the government. The president is assisted by a presidential staff of 158 people. Their average age is 40 years. President Akayev's ministers are also quite young, their average age is 49 years, that is, they are of the same age group as the president himself, who was born in 1944.

The judicial branch of the government consists of a High Court and a Court of Arbitration.

Currently six political parties are operating in Kirghizstan. The most significant parties are the Free Democratic Party of Kirghizstan (Эркин Кыргызстан Партыясы or Эрк Партыясы), the Communist Party and the Fatherland Party (Ата Мекен). The Erk Party considers itself an opposition party. It has its own programs of reforms and calls for new parliamentary elections. The Fatherland Party concerns itself with the cultural and social revival of the Kirghiz people. The party was founded by a group of intellectuals who originally belonged to the Erk Party.

The political parties, as well as associations with social and other concerns, have been publishing a large number of daily and weekly newspapers in Kirghiz. The discussions, criticism and reporting are frank and informative. It has been said that President Akayev personally has been encouraging lively debates in the press. Unfortunately, paper and energy shortages have forced most newspapers to limit the size of their editions and to reduce distribution.

1. **COMPETENCY:** **To make an appointment through a secretary to see the Minister of Education**

SITUATION: **At the office of the Minister**

ROLES: **PCV, his Kirghiz colleague and a receptionist**

K: Саламатсызбы, айым! Бул Америкадан кечээ келген Браун мырза.

R: Саламатсызбы, мырза! Кош келипсиз! Министр айым сизди күтүп жатат. Кирсениз болот.

PCV: Рахмат, айым. Баардыгы ушундай тез болсо, жолум шыдыр болот эле.

K: Сизге сөзсүз ийгилик болот!

VOCABULARY:

кечээ	yesterday
Кош келипсиз!	You are welcome!
күт-	to wait, await, to expect
күтүп жатат	he, she is waiting
баардыгы	everything
ушундай	like this
тез	quick, immediate
жол	road; here: activity, work
шыдыр	smooth; successful
ийгилик	success
сөзсүз	without fail, certainly

GRAMMAR AND VOCABULARY EXPLANATION:

•Note again the rendering of "may": кирсениз болот lit.: "if you enter it will be all right," i.e., "you may enter." See also p. 45.

2. COMPETENCY: **To meet with the Minister of Education**
SITUATION: **At the office of the Minister**
ROLES: **PCVs and the Minister**

PCVs: Саламатсызбы, министр айым! Биз америкалык тынчтык топтун программасы менен келдик.
M: Кош келипсиздер, кымбаттуу коноктор! Сиздерге биз дайыма кубанычтуубуз!
PCV: Биздин максатыбыз сиздер менен келишим боюнча иштөө.
M: Абдан жакшы! Бул биздин чоң ишибиздин башталышы болот деп ойлоймун.

VOCABULARY:

программа	(<Rus.) program
кымбат	value, esteem
кымбат+туу	dear
дайым(а)	always
максат	aim, goal
келишим	agreement
боюнча	(postposition) according to
иш+төө	working
чоң	important
ойло-	to think, to consider

GRAMMAR AND VOCABULARY EXPLANATION:

Direct quotations:
The sentence Бул биздин ... болот деп ойлоймун renders a direct quotation which has to be "closed off" by the verb де- "to say," mostly used in the converbial form де-п (see p. 39). The above sentence means literally "I think saying 'this is the beginning of our important work.'" In English, the sentence is rendered in an indirect quotation: "I think that ..."

PROVERB:

Кыска сөздүн кадыры чоң. "A short speech has great value."

APPENDIX

Chart 1:
POSSESSIVE SUFFIXES

	Singular	*Plural*
1. pers.:	+(ы)м/+(и)м; +(у)м/+(ү)м	+(ы)быз/+(и)биз; +(у)буз/+(ү)бүз
2. pers.:	+(ы)ң/+(и)н; +(у)ң/+(ү)н	+(ы)нар/+(и)нер; +(у)нар/+(ү)нөр
	+(ы)ңыз/+(и)низ; +(у)нуз/+(ү)нүз	+(ы)ңыз+дар/+(и)низ+дер; +(у)нуз+дар/+(ү)нүз+дөр
3. pers.:	+ы/+и; +у/+ү	+(ы)быз/+(и)биз; +(у)буз/+(ү)бүз
	+сы/+си; +су/+сү	-------

Examples:

ат+ым	"my name"	ат+ыбыз	"our name"
ат+ың	"your name"	ат+ынар	"your name"
ат+ыңыз	"your name (polite form)"	ат+ыңыздар	"your name (polite form)""
ат+ы	"his, her, its name"	ат+ы	"their name"
көз+үм	"my eye"	көз+үбүз	"our eye(s)"
көз+үң	"your eye"	көз+үнөр	"your eye(s)"
көз+үңүз	"your eye (polite form)"	көз+үңүздөр	"your eye (polite form)"
көз+ү	"his, her, its eye"	көз+ү	"their eye(s)"
жоо+м	"my enemy"	жоо+буз	"our enemy"
жоо+ң	"your enemy"	жоо+нор	"your enemy"
жоо+нуз	"your enemy (polite form)"	жоо+нуздор	"your enemy (pol. form)"
жоо+су	"his, her, its enemy"	жоо+су	"their enemy"

Chart 2:
DECLENSION OF NOUNS WITHOUT POSSESSIVE SUFFIXES

Nom.:	бала "child"	сөз "word"	китеп "book"	куш "bird"	өтүк "boot"
Gen.:	бала+ның	сөз+дүн	китеп+тин	куш+тун	өтүк+түн
Dat.:	бала+га	сөз+гө	китеп+ке	куш+ка	өтүк+кө
Acc.:	бала+ны	сөз+дү	китеп+ти	куш+ту	өтүк+тү
Loc.:	бала+да	сөз+дө	китеп+те	куш+та	өтүк+тө
Abl.:	бала+дан	сөз+дөн	китеп+тен	куш+тан	өтүк+төн

Note the assimilation of suffix initals н- (genitive, accusative), д- (locative, ablative) and г- (dative). The rule is:

•after consonants м, н, ң, р, л, з, й	н- > д-	(+дын/+дин; +дун/+дүн; +ды/+ди; +ду/+дү)
•after voiceless consonants	н- > т-	(+тын/+тин; +тун/+түн; +ты/+ти; +ту/+тү)
•after voiceless consonants	д- > т-	(+та/+те; +то/+тө; +тан/+тен; +тон/+төн)
•after voiceless consonants	г- > к-	(+ка/+ке; +ко/+кө)

[Voiceless consonants are: п, т, к, с, ш, ч.]

Chart 3:
DECLENSION OF NOUNS WITH POSSESSIVE SUFFIXES

Nom.:	ата+м "my father"	эл+ин "your country"	ата+сы "his, her father"	сөз+ү "his, her, its word"
Gen.:	ата+м+дын	эл+ин+дин	ата+сы+ның	сөз+ү+нүн
Dat.:	ата+м+а	эл+ин+е	ата+сы+на	сөз+ү+нө
Acc.:	ата+м+ды	эл+ин+ди	ата+сы+н	сөз+ү+н
Loc.:	ата+м+да	эл+ин+де	ата+сы+нда	сөз+ү+ндө
Abl.:	ата+м+дан	эл+ин+ден	ата+сы+нан	сөз+ү+нөн

Nom.:	бала+быз "our child"	кол+унуз "your arm"	китеб-иниз+дер "your book"*
Gen.:	бала+быз+дын	кол+унуз+дун	китеб-иниз+дер+дин
Dat.:	бала+быз+га	кол+унуз+га	китеб-иниз+дер+ге
Acc.:	бала+быз+ды	кол+унуз+ду	китеб-иниз+дер+ди
Loc.:	бала+быз+да	кол+унуз+да	китеб-иниз+дер+де
Abl.:	бала+быз+дан	кол+унуз+дан	китеб-иниз+дер+ден

*A book belonging to several people.

Chart 4:
DECLENSION OF PERSONAL NOUNS

Nom.:	мен "I"	сен "you"	ал "he, she, it; that (one farther away)"
Gen.:	менин	сенин	аның
Dat.:	мага	сага	ага
Acc.:	мени	сени	аны
Loc.:	менде	сенде	анда
Abl.:	менден	сенден	андан

Nom.:	биз "we"	сиз "you"	сиздер "you"(pl.) / силер "you"(pl.)	алар "they, those"
Gen.:	биздин	сиздин	сиздердин / силердин	алардын
Dat.:	бизге	сизге	сиздерге / силерге	аларга
Acc.:	бизди	сизди	сиздерди / силерди	аларды
Loc.:	бизде	сизде	сиздерде / силерде	аларда
Abl.:	бизден	сизден	сиздерден / силерден	алардан

DECLENSION OF DEMONSTRATIVE PRONOUNS

Nom.:	ал/алар "that, those"	ошол "that (one farther away)"	тигил "this (one over there)"	бул "this (one here)"
Gen.:	(see personal pronouns)	ошонун	тигинин	мунун
Dat.:		ошого	тигиге	буга
Acc.:		ошону	тигини	муну
Loc.:		ошондо	тигинде	мында
Abl.:		ошондон	тигинден	мындан

Chart 5:
DECLENSION OF INTERROGATIVE PRONOUNS

Nom.:	ким "who?"	эмне "what?"	кайсы "which?"	канча "how much?"
Gen.:	ким+дин	эмне+нин	кайсы+нын	канча+нын
Dat.:	ким+ге	эмне+ге	кайсы+га	канча+га
Acc.:	ким+ди	эмне+ни	кайсы+ны	канча+ны
Loc.:	ким+де	эмне+де	кайсы+нда	канча+да
Abl.:	ким+ден	эмне+ден	кайсы+ндан	канча+дан

Chart 6:
PRESENT-DEFINITE FUTURE TENSE

бол-омун > болом	"I will/shall be"
бол-осун	"you will be"
бол-осуз	"you (polite) will be"
бол-от	"he, she, it will be"
бол-обуз	"we will be"
бол-осунар	"you all will be"
бол-осуздар	"you (plural polite) will be"
бол-уш-ат	"they will be"

бар-амын > барам	"I go, will go"
бар-асын	"you go, will go"
бар-асыз	"you (polite) go, will go"
бар-ат	"he, she, it goes, will go"
бар-абыз	"we go, will go"
бар-асынар	"you (all) go, will go"
бар-асыздар	"you (polite) go, will go"
бар-ыш-ат	"they go, will go"

The negation of this tense is formed by first adding the negative suffix -ба-/-бе-; -бо-/-бө- etc. to the verb stem, followed by -**й** and personal endings:

бол-бо-**й**мун	"I will not be"
бар-ба-**й**сын	"you do not go, will not go"
көр-үш-бө-**й**бүз	"we do not meet, will not see each other"

Chart 7:
PAST TENSE OF "TO BE"

Form:

1. pers. sing.	элем	"I was"
2.	элен	"you were"
	элениз	"you were" (polite form)
3. (ал)	эле	"he, she, it was"
1. pers. plural	элек	"we were"
2.	эленер	"you (all) were"
	элениздер	"you (all) were" (polite form)
3. (алар)	эле	"they were"

Negation: эмес элем "I was not", etc.

Interrogative: эленби? "were you?"
эмес елемби? "was I not?"

•Note: Instead of элем, etc. frequently the habitual past tense of бол- "to be, to become" is used:

болчумун	"I was; I used to be"
жумушчу болчусун	"you were a worker"
тилчи эмес болчу	"he was not a linguist"

Chart 8:
RECENT PAST TENSE (*АЙКЫН ӨТКӨН ЧАК*)

	verb:		*negation:*	
1. sing.	бар-д+ым	"I came", etc.	бар-ба+д+ым	"I did not go", etc.
2.	бар-д+ың		бар-ба+д+ың	
	бар-д+ыңыз		бар-ба+д+ыңыз	
3.	бар-д+ы		бар-ба+д+ы	
1. plural	бар-д+ык		бар-ба+д+ык	
2.	бар-д+ынар		бар-ба+д+ынар	
	бар-д+ыңыз+дар		бар-ба+д+ыңыз+дар	
3.	бар-ыш-+ты		бар-ыш-па-ды	

	verb:		*negation:*	
1. sing.	көр-үш-т+үм	"I met", etc.	көр-үш-пө-д+үм	"I did not meet", etc.
2.	көр-үш-т+үң		көр-үш-пө-д+үң	
	көр-үш-т+үңүз		көр-үш-пө-д+үңүз	
3.	көр-үш-т+ү		көр-үш-пө-д+ү	
1. plural	көр-үш-т+үк		көр-үш-пө-д+үк	
2.	көр-үш-т+үңөр		көр-үш-пө-д+үңөр	
	көр-үш-т+үңүз+дөр		көр-үш-пө-д+үңүз+дөр	
3.	көр-үш-үш-т+ү		көр-үш-үш-пө-д+ү	

Chart 9:
PERFECT TENSE (ЖАЛПЫ ӨТКӨН ЧАК)

Form: **-ган/-ген; -гон/гөн; -кан/-кен; кон/көн**

1. pers. sing.	ал-ган+мын	(spoken forms: > алгамын > алгам) "I have taken"
2.	ал-ган+сын	"you have taken"
	ал-ган+сыз	"you have taken" (polite form)
3. (ал)	ал-ган	"he, she, it has taken"
1. pers. plural	ал-ган+быз	"we have taken"
2.	ал-ган+сынар	"you (all) have taken"
	ал-ган+сыздар	"you (all) have taken" (polite form)
3. (алар)	ал-ыш+кан	"they have taken"

1. pers. sing.	сүйлө-гөн+мүн	(spoken forms: >сүйлөгөмүн >сүйлөгүм) "I have spoken"
2.	сүйлө-гөн+сүн	"you have spoken"
	сүйлө-гөн+сыз	"you have spoken" (polite form)
3. (ал)	сүйлө-гөн	"he, she, it has spoken"
1. pers. plural	сүйлө-гөн+бүз	"we have spoken"
2.	сүйлө-гөн+сүнөр	"you (all) have spoken"
	сүйлө-гөн+сүздөр	"you (all) have spoken" (polite form)
3. (алар)	сүйлө-ш+көн	"they have spoken"

Negation: ойло-бо-гонмун (spoken forms: >ойло-бо-гомун >ойло-бо-гум) "I have not thought"
кел-ген жокпуз "we never came"
сүйлө-гөн эмессин "you have not spoken"

Chart 10:
PRESENT CONTINUOUS TENSE FORMATIONS

Kirghiz has no standardized present continuous tense. Several tense formations exist formed as verb compounds either with the descriptive verbs жат- "to lie down," тур- "to stand," отур- "to sit," or жүр- "to move on, to run" (see p. 39).

I.

1. pers. sing.	бар-а жат-амын	(> жатам) "I am going (just now)"
2.	бар-а жат-асын	
	бар-а жат-асыз	
3. (ал)	бар-а жат-ат	
1. pers. plural	бар-а жат-абыз	
2.	бар-а жат-асынар	
	бар-а жат-асыздар	
3. (алар)	бар-а жат-ыш-ат	

II.

1. pers. sing.	ойло-п жат-амын	"I am thinking"
2.	ойло-п жат-асын	
	ойло-п жат-асыз	
3. (ал)	ойло-п жат-ат, etc.	

III.

1. pers. sing.	күт-үп отур-амын	"I am waiting"
2.	күт-үп отур-асын	
	күт-үп отур-асыз	
3. (ал)	күт-үп отур-ат, etc.	

IV.

1. pers. sing.	иште-п жүр-өмүн	"I am working"
2.	иште-п жүр-өсүн	
	иште-п жүр-өсүз	
3. (ал)	иште-п жүр-өт, etc.	

APPENDIX

THE COMPETENCIES IN ENGLISH

TOPIC 1 PERSONAL IDENTIFICATION

Competency 1: To exchange greetings and inquiries of well-being

PCV: Greetings (lit.: Are you well?), dear teacher!

T: I am fine. How are you getting along? (lit.: How is your work?)

PCV: Thank you, (everything is) well.

Competency 2: To introduce and identify oneself

T: Greetings, ladies and gentlemen!

PCV: Greetings, dear lady teacher.

T: I am your teacher of the Kirghiz language. My name is Aynagül, daughter of Osmon.

PCV: We are happy to see you (lit.: having seen you).

Competency 3: To ask for permission to enter

PCV: Peace be upon you, respected elder! May I come in?

T: And peace be upon you! Please come in! How are you getting along with your work? (lit.: How is your work?)

PCV: Thank you, dear elder; it is not bad.

Competency 4: To ask for permission to leave/to say good-bye

PCV: Sir, when will the Kirghiz language class start (lit.: be)?

T: The class will start tomorrow at 3 o'clock.

PCV: Until tomorrow then, sir.

T: Good-bye (lit.: go well)!

PCV: Good-bye (lit.: stay well)!

TOPIC 2 CONVERSATION WITH HOST COUNTERPART OR FAMILY

Competency 1: To describe own family

HCP: Do you have a large family (lit.: is your family large?)?

PCV: Yes, I have my parents, two brothers (=one older and one younger brother) and two sisters (=one older and one younger sister).

HCP: Are they married (lit.: Are there those having married?)?

PCV: Yes, my older brother and my older sister are married.

HCP: What kind of work are they doing (lit.: As what are they working?)?

PCV: My older brother and my sister-in-law are teachers. My older sister is an engineer, and my brother-in-law is an interpreter.

Competency 2: To ask or answer personal information questions

HFM: Балам (=my son), have you been previously (lit.: come to) in Kirghizstan?

PCV: No, апа (=dear elderly lady), I came now for the first time.

HFM: But you speak Kirghiz well, where did you learn (it)?

PCV: I am studying it now with the Peace Corps, апа.

Competency 3: To ask about host/counterpart family

PCV: Asan, where do your relatives live?

HFM: My relatives live in the Issïk-Köl region, in the town of Cholpan Ata.

PCV: I read an article about the Issïk Köl. It must be a beautiful lake!

HFM: O, yes! If you like, in summer we will go together to the lake.

PCV: That will be very good! Thank you!

Competency 4: To express gratitude

HFM: Tom, I give you this book as a gift.

PCV: Oh, эже (=dear elderly lady), thank you! Now I will learn Kirghiz fast!

HFM: In that case, please take also this Kirghiz-English Phrase Book.

PCV: Many thanks, эже. This is a wonderful present for me!

TOPIC 3 COMMUNICATION

Competency 1: To make a phone call to a Kirghiz family

PCV: Hello, greetings, эже (=dear elderly lady)!

K: Greetings!

PCV: Am I disturbing you? I am Tom. (lit.: I am Tom who is taking your peace)

K: Ah, Tom, how are you?

PCV: Fine, thank you, эже (=dear elderly lady). Is Bakït at home?

K: No, my dear. Bakït will come in an hour.

PCV: Эже, please do tell Bakït that he should call me when he comes home.

K: Yes, my dear (lit.: my treasure), I will tell him.

PCV: Thank you! Good-bye!

K: Good-bye!

Competency 2: To send an international letter/fax

PCV: Greetings, айым (=lady).

O: Greetings, welcome (lit.: please come)!

PCV: I must send this letter to America.

O: A letter will reach New York in three weeks.

PCV: Is there not (something) faster than that?

C: If you send (it) by telefax, it will be there in one day; however, it will be more expensive (lit.: its price will be more).

PCV: All right (lit.: I agree). Let's send a fax.

Competency 3: To answer an international operator's call

O: Hello! greetings!

PCV: Greetings!

O: This (call) is from the International Telephone Station. Did you not request a call to the United States?

PCV: Yes, I did (lit.: I requested it). I am waiting.

O: I am sorry, but the number (you gave) does not answer. When should I try again (lit.: repeat)?

PCV: If possible, in one hour (lit.: after one hour).

O: Fine. Please wait.

PCV: Thanks.

TOPIC 4 FOOD

Competency 1: To order food in a student's cafeteria

K: Ben, come on, let's go to the cafeteria and have lunch (lit.: eat lunch)!

PCV: Fine, let's go!

K: Here is the menu. Let's have a look!

PCV: I will have (lit.: take) salad made from carrots, *бешбармак* and *каттама*.

K: And I will have (lit.: take) tomato salad, pilaw and sweet curds.

PCV: Let's drink tea with lemon, should we?

K: That will be splendid!

Competency 2: To inquire what is needed for preparing a certain dish

PCV: Aysha, I am now going to the bazaar. What does one need for making pilaw?

SL: In order to make pilaw one needs mutton, rice, onions, and vegetable oil.

PCV: How much meat should I buy?

SL: You can buy 1/2 kilogram (lit.: if you buy 1/2 kilo that will be fine).

PCV: All right, I will go then. Good-bye.

SL: Good-bye

Competency 3: To express food preferences (likes/dislikes)

PCV: Please tell me, what kind of food do the Kirghiz like?

H: Like the Kazakh, the Kirghiz too like meat very much.

PCV: Do they eat pork?

H: No, no, the Kirghiz never eat pork! They dislike it very much.

PCV: That is, the Kirghiz like mutton, horse meat, and beef!

TOPIC 5 MONEY

Competency 1: To ask for information on local currency

PCV: Greetings! May I change dollars into the local currency?

M: Of course, it is possible. You are welcome (lit.: please come).

PCV: Thank you. Please exchange 100 dollars for me.

M: The exchange rate for the dollar today is 500 rubles, 100 dollars will be 50,000 rubles. May I give you (this) in (lit.: from) 5000 ruble bills?

PCV: If possible, please give it in smaller bills (lit.: smaller than that).

M: Fine. Here are: two 5000 ruble bills, ten 1000 ruble bills, and the rest I will give (you) in 200 and 100 ruble bills.

Competency 2: To inquire about housing conditions

PCV: Aybek, is your apartment privately or state owned?

HCP: When the law of privatization came out last year, I bought this apartment from the government.

PCV: Do you have in addition another house (place of living)?

HCP: Yes, I have a lot outside of town with a cottage.

PCV: Did you also buy it?

HCP: First I bought the land, after that I built a small house. God willing, I will show you my country house in Spring.

Competency 3: To inquire about education expenses

PCV: Nurhan, how much is your stipend?

K: I get 1,500 rubles a month.

PCV: Is this much or little?

K: It is little, but it is sufficient for food.

PCV: And how much do you pay for studying at the university?

K: They teach us free of charge, we do not pay even one kopeck.

PCV: This is very good, indeed!

TOPIC 6 TRANSPORTATION

Competency 1: To locate means of transportation

PCV: Greetings, *карындаш* (younger sister)! How can I go to the 9th Micro-Region?

C: The buses No. 3,4,15 and 46 go to the 9th Micro-Region. Also (=in addition) trolley buses go (there): No. 6,10, and 13.

PCV: How much is the fare, I wonder?

C: You pay 2 rubles for the bus or the trolley.

PCV: Do I pay (lit.: give) it to the conductor?

C: No, there are no conductors in the city transit (system). You validate coupons. I will give you five coupons for ten rubles.

PCV: Thank you.

Competency 2: To purchase a bus ticket

PCV: Greetings! I need one ticket for the late bus going to Cholpan-Ata.

TS: I am sorry, but there are no seats left for the late bus.

PCV: If that's so, then please give me (one ticket) for tomorrow's first run (bus).

TS: Alright. The first bus leaves at 6:15 (in the morning). At 9:00 am you will be in Cholpan-Ata.

PCV: Fine. How much do I pay?

TS: One hundred and ten rubles. The bus leaves from platform number 3 (lit.: third platform).

PCV: Thank you, good-bye!

TS: Good-bye! Don't be late early in the morning!

Competency 3: To ask for flights

PCV: Please tell me, are there flights to Özgön (lit.: are planes flying to Özgön)?

TS: I'm sorry, but planes do not fly directly from Bishkek to Özgön. You must (=will) go via Osh.

PCV: How will we go from Osh to Özgön (lit.: reach Özgön from Osh)?

TS: A bus leaves (lit.: goes) every hour from Osh to Özgön.

PCV: Then give us three tickets to Osh, please.

TS: What time do you want (to leave)?

PCV: Tomorrow around noon, if possible.

TS: Will 12:30 pm be alright?

PCV: That will be fine! Thank you.

Competency 4: To hire a taxi

PCV: Greetings! Is the taxi free?

TD: Yes, you are welcome (lit.: please come). Where are we going?

PCV: I am hurrying to the Concert Hall.

TD: If that's so, please sit down, I will rush (lit.: fly and take) you there.

PCV: That will be excellent (=very good). Fifteen minutes are left before the concert starts (lit.: the beginning of the concert).

TD: Don't worry (lit.: don't be afraid), we will make it!

TOPIC 7 DIRECTIONS

Competency 1: To ask for and give location of buildings

PCV: Excuse me, may I ask you (a question)?

K: Please ask, I am listening.

PCV: I want to go to the National Bank. (But) I don't know the way.

K: Three bus stops from here is the Academy of Sciences. On the right side of the Academy is the National Bank.

PCV: Which bus should I take? (lit.: must one take?)

K: All buses and trolleys passing by here go up to the Academy.

PCV: I know (lit.: understand) now. Many thanks.

K: Don't mention it. Good-bye.

Competency 2: To ask for and give directions to a place

PCV: Greetings, эже (=older sister).

K: Greetings!

PCV: Is there a restaurant close by?

K: If you turn to the left (side) and then go straight ahead, there is at the corner of the street the restaurant "Bishkek". One block further you will find the restaurant "Seyil". They make "Beshbarmak".

PCV: Is it (the restaurant) far?

K: No, not really. If you walk, it takes (lit.: will be) 7-8 minutes.

PCV: Thank you, эже.

TOPIC 8 SHOPPING AT THE BAZAAR

Competency 1: To converse with a salesperson at a fruit stall

S: Eh, young man, please, you are welcome (=come). Buy apricots and raisins, please. They are sweeter than honey!

PCV: May I taste (them)?

S: Of course, you may. Take as much as you like!

PCV: They are very sweet, indeed! From where are they (=which place's fruits are they)?

S: They are dried from the best apricots grown in the South, and the raisins are black and white grapes. Their vitamins are plenty!

PCV: If that's so, younger sister, please give me a half a kilo.

Competency 2: To bargain with a salesperson

PCV: Dear lady (апа "mother"), is the milk fat?

S: Certainly, my darling (=treasure). Just look (=if you look) at the cream on the top!

PCV: How much does one liter cost?

S: One liter costs 25 rubles.

PCV: Will you give me 3 liters for 65 rubles?

S: Well, let's see, I will sell (=give) you (three liters) for 70 rubles.

PCV: Fine, agreed.

Competency 3: To inquire about quality and price of goods

PCV: Карындаш (=younger sister), I see, your carpet is very beautiful. What (lit.: how) are its measurements?

S: Its length is three and a half meters, its width is two and a half meters.

PCV: Has the carpet been made from pure wool or has it (some) mixtures?

S: This (carpet) has been made from the purest wool. We ourselves wove (it) at home.

PCV: For how much do you sell (it)?

S: I say, 6000 rubles.

PCV: Your carpet is certainly beautiful, but I find its price is also high (lit.: good).

S: Then you ask please (i.e., propose a price).

PCV: We should settle on 5000 rubles (lit.: our trade should end with 5000 rubles).

S: Well, let's take the middle (lit.: may it be the middle), 5500 rubles.

PCV: (Agreed). Give me your hands.
(They shake hands as a sign of concluding an agreement.)

TOPIC 9 BEING INVITED BY A KIRGHIZ FAMILY

Competency 1: To be invited and to respond to an invitation

K: Hello, Dan! Do you recognize me?

PCV: Yes, Azamat, how are you?

K: Not bad, thank you! Dan, please have a meal with us the day after tomorrow at five o'clock (lit.: please drink tea with us).

PCV: Thank you. Certainly, I will come.

K: My friends who you know will be (there): Lilya, Anara, BOlot, and Erkin with his wife.

PCV: That will be very good!

K: Good-bye then until we see us (each other) again!

PCV: Good-bye!

Competency 2: To be welcomed into a Kirghiz home

PCV: Greetings to all of you!

W: Greetings! Welcome (lit.: please come in).

PCV: These flowers are for you, dear lady (=айым).

W: Many thanks! What beautiful roses! Dan, you (already) know all of the guests who have come. But this elderly gentleman (=аксакал) is my father.

PCV: Respectful greetings (=ассалому алейкум), аксакал.

W: Father, and this here is our American friend. His name is Dan.

F: How are you, my son (=балам). Are you getting along (lit.: walking) in Kirghizstan without any difficulties?

PCV: Thank you, father! I have not met any difficulties. I like Kirghizstan very much!

F: May it always be so, my son.

TOPIC 10 AT THE WORKPLACE

Competency 1: To converse with Kirghiz students (first day of class)

PCV: Dear students, I am your English teacher.

K: Агай, we heard that you have come (lit.: came) from America. Is this true?

PCV: Yes, it's true. I have come (lit.: came) from America with the Peace Corps.

K: Have you come for the first time to Kirghizstan?

PCV: Yes, this year the Kirghiz State University invited me. I will teach you for two years.

K: That is very good! We very much want to learn English from an American teacher (lit.: to take English classes from an American teacher).

Competency 2: To prepare for a meeting with the rector of the institute or university.

K: Dear friends from the Peace Corps (lit.: who have come with the Peace Corps)! Our Rector will receive you tomorrow at ten o'clock am.

PCV: That's fine. Will you go with us?

K: Yes, I will go together with you. We shall meet tomorrow at 9:30 in the hotel where you live.

PCV: Agreed.

K: Please prepare your questions for the Rector.

PCV: The questions have been ready long ago!

K: Then, good-bye, until we see us (each other) again!

PCV: Good-bye!

Competency 3: To interact with Kirghiz students (inquiring why being late or absent)

PCV: Asan, why were you not in class on Monday?

S: Forgive me, агай, On Saturday and Sunday I went home (lit.: to the village), I saw my parents. After that the weather got bad and the plane did not fly. Therefore I came today.

PCV: Where is your home (lit.: at which direction is your village)?

S: My home (=village) is in the vicinity of Osh.

TOPIC 11 MEDICAL & HEALTH ISSUES

Competency 1: To voice concern about a student's well-being

PCV: Gulnara, what's wrong with you? Are you (lit.: your health) alright?

S: I am sorry, эже (dear elderly lady), I don't feel well. I probably got sick.

PCV: What is hurting you?

S: My head and my throat are aching. It seems I have caught a cold.

PCV: My dear (lit.: my soul), you should go home (lit.: it would be best is you), drink tea and rest in bed!

S: I agree. Thank you so much for your concern, эже.

Competency 2: To report a medical emergency

S: Агай (dear sir), please come quickly! Cholpon has fallen down while playing ball.

PCV: Cholpon, what happened?

S: My arm hurts very much.

PCV: Understandable, your arm seems to be broken.

S: Should we call a doctor?

PCV: No, it's better to telephone the ambulance.

(On the telephone):

Please, quickly send an ambulance to the Institute of Foreign Languages. The girl Cholpon (lit.: a girl named Cholpon) fell down and broke her arm.

TOPIC 12 INTERACTION WITH OFFICIALS

Competency 1: To make an appointment through a secretary to see the Minister of Education

K: Greetings, dear lady (=айым). This is Mr. Brown (=Brown мырза) who came yesterday from America.

R: Greetings, sir. Wecome! The Minister айым (=lady minister) is expecting you. You may go in.

PCV: Thank you, madam. If everything goes as fast as this, my work (lit.: road) will be smooth, indeed.

K: Success will certainly come to you!

Competency 2: To meet with the Minister of Education

PCVs: Greetings! Madam Minister! We are from (lit.: have come with) the American Peace Corps Program.

M: I welcome you, dear guests. We are always pleased to meet with you.

PCV: Our goal is to work with you according to the agreement.

M: Very well! I think this marks (lit.: will be) the beginning of our important work.

APPENDIX

KIRGHIZ - ENGLISH GLOSSARY:

Aa

а	interjection; conjunction: and
аба	air
аба ырайы	weather
абал	situation
абдан	very
абдан аянычтуу, бирок ...	it is very regretful, but ...
абдан кубанамын	I am very glad
абдан кубанычтуумун	I am very happy
абдан ыразымын	I am very pleased
автобус	(<Rus.) bus
автобус (троллейбус) токтоочу жер	bus (trolley) stop
агай	respectful address for a male teacher; form of address for an elderly male
аз	little, few
азыр	now
азыр эле	right now (at once)
азыр эмес	not now
ай	interjection: hey!
ай	month
айланайын	term of endearment: my dearest
аймак	region, district
айт-	to say, to tell
айтайын	I will tell
айткандай эле	as one says
айтканыңыз туура	what you said is correct
айтып беринизчи!	please tell me!
айтып коюнузчу	please do tell!
айыл	village; home

айым	lady, miss, Mrs.
ак	white
академия	(<Rus.) academy
аксакал	form of address for a respected elderly man (lit.: white [grey] beard)
акыр	end
акыркы	(adj.) last, final
акча	money
ал-	to take
алып бар-	to take, to drive to (a place)
алып кой!	please take!
албетте	certainly, of course
алейкум ассалом	(<Arab) answer to ассалом алейкум (formula of greeting)
али	still, yet
аллергия	allergy
Алмажан	personal name (female)
алмаш-	to change
алмаштыр-	to exchange (lit.: to make change)
ало	hello
алуучу	buyer; customer
алыс	far, far away
аман	well, healthy
амансыз	you are well/healthy
амансыздар	you (plural) are well/healthy
амансыздарбы	greeting: How are you!
америка	America
американдык	American
анан	then, after that
анда	then, in that case
андай болсо	in that case (lit.: if it is so)
андан	from that
андан майдараак	smaller than that
анча эмес	not quite
апа	polite form of address for an elderly lady
ара	between

аралашма	mixture
араб	an Arab
арабча	Arab language
арзы-	to be equal, to be close (in value)
арзыбайт	don't mention it! (lit.: it does not amount to anything)
арийне	of course
аркылуу	by means of, via (postposition)
ары	farther, further away
ат	name
ата	father
ата-эне	parents
аш	food; meal; memorial feast
ашкана	dining-hall, cafeteria; kitchen
ашпозчу	cook
аябай	very
аял	woman, wife
аялдама	bus stop
аянт	lot, plot; square

Бб

баа	price
баардык	all
баардыгы	everything
баары	all
базар	bazaar
бакыт	happiness
бакытка жараша	fortunately
бакытка жарашпай	unfortunately
бал	honey
бала	child
бали	well, well then
балким	perhaps
банк	bank

бар	it (they) exist(s)
бар-	to go
бас-	to publish
басыл-	to be published
баса	by the way
баш	head
башгал-	to be started
башталыш	beginning
башка	other, another
бекер	free of charge
беле	< бы/би plus эле: combination of interrogative and emphatic particle: *is it so?*
белек	present
белек катары	as a present
бер-	to give
береке	treasure; term of endearment: darling, dear, dearest
бери	(postposition) since
бет	face; page
бет алды / туура	straight ahead
бешбармак	dish with meat and noodles (lit.: five fingers)
би	interrogative particle
биз	we
биздики	ours (lit.: what belongs to us); our home
бил-	to know
билбей жатам	I do not know
билем, билем	I know, ... I know ...
билет	(<Rus.) ticket
бир	one
бир жактуу жүрүш	one-way traffic
биринчи	first
биринчи жолу	for the first time
бирок	but, however
бирөө	someone
бол-	to be, to become
болбогондо	certainly, it goes without saying
болбойбу	can it not be?

болот	fine (lit.: it will be), okay
болсо	and, but (lit.: if it is)
бош	free
боюнча	(postposition) according to, about
буйру- / буюр-	to order, to command
буйруса (= Кудай буйруса)	if God wills, God willing
бур-	to turn
бурул-	to turn; to be turned
бурч	corner
бухгалтер	(<German) book-keeper, accountant
бүгүн	today (<бу күн "this day")
бүгүнкү	today's; belonging to today
бүрсүгүнү	the day after tomorrow
бүт-	to end
бы	interrogative particle
быйыл	this year (<булжыл "this year")
былтыр	last year
быштак	curds

Вв

витамин	(<Rus.) vitamin

Гг

гүл	flower

Дд

да	emphatic particle: even
даам	taste
даам эт-	to taste
дагы	again, once more; even; too
дагы бир жолу окунузчу	please read once more!
дайым(а)	always

дары	medicine
дасторкон	tablecloth on which food is placed; food offered to guests
дасторкон үзүрү	menu
дача	(<Rus.) summer cottage
даяр	ready
даярда-	to prepare
де-	to say
демек	that is, that means
ден / дене	body
ден-соолук	health
деп	(<де- "to say") closes off a direct quotation
дос	friend
достук	friendship
дурус	alright, right, well
дүкөн	shop, store

Жж

жаз	spring
жазында	in spring
жаз-	to write
жазуучу	writer
жазыл-	to be written
жазып беринизчи!	please write down!
жай	summer
жайырак	slower
жайырак (катуурак) сүйлөңүзчү!	please speak slower (louder)!
жак	side; direction, vicinity
жак-	to please, to enjoy
жактыр-	to like
жакшы	fine, well, good
жакшы барыныз	good-bye; good luck (said by the person who stays)
жакшы көр-	to like
жакын	near

жаман	bad, badly
жаман эмес	not bad; it is not bad
жаман көр-	to dislike; to hate
жан	soul
жан дилим менен	with pleasure
жаным	my dear
жана	and
жанылбасам	if I am not mistaken
жара-	to be fit (for), to be suitable (agreeable)
жарайт	good, settled, okay
жардам	help
жардам бер-	to help
жардам бере алар бекемин	may I help (you)?
жарым	half
жаса-	to make, to prepare
жасал-	to be made
жат-	to lie (down)
жаша-	to live
же	or
же-	to eat
жеп көр-	to try to eat; to taste
жезде	older sister's (or any close female relative's) husband
жек көр- / жаман көр-	to dislike; to hate
жемиш	fruit
жене	older brother's (or any close male relative's) wife
жер	earth, land; place
жер иштет-	to garden (lit.: to make the land)
жергиликтүү	local
жет-	to arrive, to reach; to be enough
жибер-	to send
жигит	young man
жол	road; time; platform (for buses, etc.)
жол акы	fare, road payment
жолу	time (as in two times, etc.)
жолук-	to meet

жооп	response, answer
жооп бер-	to answer
жооп бербей жатат	he, she, it is not answering
жөн	side, direction
жөнө-	to leave
жөнөт-	to send
жөнүндө	about (postposition)
жөө	afoot
жума	week
жумуш	work
жумушчу	worker
журналист	journalist
жүзүм	grapes
жүн	wool
жүр-	to walk, to go; to move on, to get along
жүрүүчү	which is (are) continuously going (moving)
жыл	year
жылкы	horses; herd of horses
жылуу	warm

Зз

заказ	(<Russ.) order
зарыл	necessary

Ии

ийгилик	success
илим	science; scholarship
Илимдер Академиясы	Academy of Sciences
илимий	scholarly
ини	younger brother
ич-	to drink, to eat
иш	business, work

иштер кандай	how is everything? how are you getting along (lit.: how are your works/affairs?)
иштет-	to make work
иштөө	working

Кк

каала-	to want, to wish
кааласаңыз	if you wish
кабар	news, information
кабар ал-	to inquire (about someone's well-being)
кабыл ал-	to receive
кайда	where
кайдан	from where
каймак	cream
кайра	again
кайра кел-	to return
кайтала-	to repeat
кайталап коюңузчу!	please repeat!
кал-	to stay behind
кандай	how
кандай конун!	how wonderful!
кантип	how
канча	how much
канчага	for how much
кара	black
кара-	to look
карап көрөлү	let's see! Let's have a look!
карындаш	younger sister of a man; form for a man to address a younger woman
кат	letter
кат	layer
катта-	to put layers one on another
каттама	puff
катары	(postposition) as
катта-	to come and go

каттап тур-	to come and go regularly
качан	when
квартал	(<Rus.) block
кел-	to come
келеси жума (ай, жыл)	coming (next) week (month, year)
келишим	agreement
керек	necessary
керектүү	needed
кет-	to go away, to leave
кеч	late
кечээ	yesterday
кечик-	to be late
кечикпеңиз!	don't be late!
кечинде	evening, in the evening
кечир-	to excuse (lit.: to let pass)
кечиресиз	pardon; I beg your pardon, I am sorry
кийин	after (postposition; takes the ablative case)
кил / кило	a kilogram
килем	carpet
ким	who
ким болуп	as what
кир-	to enter, to go in, to come in
кириниз	please come in
кирүү	(verbal noun) entering
кирүү эшиги	entrance
кирүүгө мүмкүнбү	may I come in?
китеп	book
кичине	a little
кичинекей	small
кой	sheep
кой эти	mutton
кой-	to put down
кол	hand; arm
колдон-	to use
колдонул-	to be used
кондуктор	(<Rus.) conductor

конок	guest
концерт	(<Rus.) concert
кооз	beautiful
корк-	to be afraid
кош	well
кош келипсиз!	you are welcome!
кошо	together
көр-	to see
көрсөт-	to show
көрүш-	to see each other, to meet
көрүшкөнчө	good-bye (lit.: until we meet, until we see each other again)
көл	lake
көп	much, many
көбүрөөк	more
көңүл	heart, mind; intention, wish
көңүл бур-	to be concerned (lit.: to turn the heart to something or somebody
көчө	street
кубаныч	happiness
кубанычтуу	with happiness
кубанычтуубуз	we are glad, pleased
Кудай	God
Кудай буйруса	God willing (lit.: if God orders)
кулак	ear
кулагым сизде	I am listening attentively (lit.: my ear is with you.)
кургат-	to dry
кургатыл-	to be dried
курорт	(<German) health resort
курс	exchange rate
күн	day
күрүч	rice
күт-	to wait, to await, to expect
күтүп жатат	he, she is waiting
күтүп отурам	I am waiting
күч	strength

күчө-	to get stronger
кыз	girl, daughter
кыйнал-	to suffer, to meet difficulties
кыйналбай	without suffering, without difficulties
кымбат	value, esteem
кымбаттуу	dear
кыргыз	a (the) Kirghiz
кыргыз тили	Kirghiz language
кыргыз тили мугалими	Kirghiz language teacher
кыргызча	Kirghiz language
кытай	a Chinese
кытайча	Chinese language

Лл

лимон	lemon
литр	(<Rus.) liter

Мм

мага	
мага ... жагып жатат	it pleases me; I like, I enjoy
мага суук тийиптир	I got a cold (lit.: the cold touched me)
май	butter; oil
майлуу	(adj.) fat (lit.: with butter, oil)
майда	small
макала	article
максат	aim, goal
макул	agreeable
макулмун	I agree
мал	cattle
малчы	cattle-breeder
мамлекеттик	state (adj.)
машина	car, automobile
машина коюучу жер	parking place

машина тургузулбайт!	no parking!
мейиз	raisin
мейли	well, agreed
мейман	guest
мейманкана	hotel (lit.: guest house)
мен	I
мен ошондой ойлойум	I think so
менимче	in my opinion,
менен	with (postposition); and
менчик	private; property
микро-район	(<Rus.) micro-region
мин	thousand
мугалим	teacher
мурда	before, previously
мурун	before; previously
мурунку	(adj.) former (lit.: belonging to previous times)
мүмкүн	possible
мүмкүн болсо	if possible
мүмкүнбү	is it possible? may I?
мыйзам	law
мына	here is (are)
мындан башка	other than that; in addition, besides
мырза	sir, gentlemen

Нн

немис	a (the) German
немисче	German language
номер	(<Russ.) number

Оо

ой	interjection expressing surprise
ой	thought
ойло-	to think, to consider

ойно-	to play
оку-	to study, to read
окут-	to teach
окутуучу	teacher
окуучу	student
окшойт	it seems
он	right
он жакта	on the right
ооба	yes
оору-	to hurt, to be ill
ооруп кал-	to get ill
орто	middle
орун	place
отур- / олтур-	to sit
отурунуз!	please sit down!
Ош	city in southern Kirghizstan
ошентип	therefore
ошондой болсо да	nevertheless (lit.: even if this is so)
ошону менен катар	nevertheless, despite this

Өө

өкмөт	government, state
өкмөттүкү	(adj.) belonging to the state
өлчөм	dimension, measurement
өз	self
өзүбүз	ourselves
өзүңүз	yourself
Өзгөн	a town in the south of Kirghizstan
өкүнүштүү!	that's a pity!
өрүк	fresh apricot; dried apricot
өс-	to grow
өсүмдүк	plant; vegetable
өсүмдүк майы	vegetable oil
өт-	to pass
өткөн	last, past

өткөн жума (ай, жыл)	past week (month, year)
өтө	very

Пп

палоо	pilaf (a rice dish)
помидор	tomato
приватизация	(<Rus.) privatization
программа	(<Rus.) program

Рр

рейс	(<Rus.) run
ректор	(<Rus.) director, president (of institute or university)
ресторан	(<Rus.) restaurant
роза	rose
рахмат	thank, thanks

Сс

саат	hour
саат сайын	every hour
саат үчтө	at three o'clock
сабак	lesson, class
сабак ал-	to be taught, to study, to learn (lit.: to take lessons)
сабак алгыбыз келет	we very much want to learn
сабак бер-	to teach (lit.: to give lessons)
сабиз	carrot
сак болунуз	be careful!
саламат	healthy, well, safe and sound
саламатчылык	state of health; everything is fine, well
саламатсызбы	greeting: How are you? (lit.: Are you healthy?)
саламатта	in health
саламатта калыңыз	good-bye (said by the person who is leaving) (lit.: stay in health)

салат	salad
самол_т	(<Rus.) aircraft, airplane
сат-	to sell
сатуучу	salesperson
сатыл-	to be sold
сатып ал-	to buy
сез-	to feel
сиздинче	in your opinion
сол	left
сол жакта	on the left
сом	ruble
сомдук	ruble bill
сонун	good, beautiful, splendid
соода	trade
сөз	word
сөзсүз	without fail, surely, certainly
станция	(<Russ.) station
стипендия	stipend
студент	student
сулуу	beautiful
сура-	to ask
суроо	question
сутка	twenty-four hours
суук	cold
сүйлө-	to speak
сүйлөш-	to talk with each other; to agree
сүйлөштүк	settled! agreed! (lit.: we agreed)
сүлөшмө	phrase book
сүт	milk
сын-	to break, to be broken

Тт

тааны-	to know (a person); to recognize
таза	pure; clean

тап таза	very pure
такси	taxi
такси туруучу жер	taxi stand
талон	a kind of coupon used in city transit
тамак	food
тамак	throat
тап-	to find, to get
таба алба-	not able to find
тарихчи	historian
тат	taste
таттуу	sweet
тез	quick, quickly; rapid, rapidly
тезиреек	quicker
телефон	telephone
тетиги	that, over there
тий-	to touch
тил	language, tongue
тилчи	linguist; interpreter, translator
токто-	to stop
токтотунузчу!	please stop! please make a stop!
току-	to weave; to knot
топ	ball
топ	group, corps, assembly
төлө-	to pay
төшөк	bed
троллейбус	(<Rus.) trolley-bus
тур-	to stand; to cost
тургуз-	to erect, to build
тууган	relative; brother
туура	straight; correct
туура айттыныз	you said it correctly
туура	width
түз	straight
түн	night
түндө	at night
түш	midday

түшкү тамак	lunch
түштөрдө	about midday
түштүк	south (< түш "midday")
түш-	to fall; (with dative case) to fall into; to enter (a vehicle)
түшүн-	to understand
түшүнүксүз	it's not understandable, I don't understand
түшүнүктүү	understandable; I see
тыйын	kopeck
тынч	quiet, restful, peaceful; quietness, peacefulness
тынч ал-	to disturb
тынчтык	peace
тынчтык тобу	Peace Corps

Уу

убакыт	time
узун	long, length
ук-	to hear, to listen
угунузчу!	please listen!
уланта беринизчи!	please go on!
улут	nation
улуттук	national
унут-	to forget
унутпаңыз!	don't forget!
урмат	respect
урматтту	respectful, dear
ушундай	like this
уч-	to fly
учкуч	pilot

Үү

үй	cow, cattle
үй	home, house

үй-бүлө	family
үйлөн-	to marry (of a man)
үйлөнгөн	those who are married
үйрөн-	to learn
үлгүр-	to be in time, to accomplish something in time
үст	surface
үстүндөгү	which is on its surface
үч	three
үчүн	for (postposition)

Фф

филармония	(<Rus.) concert hall

Чч

чай	tea
чай ичип кет-	to have a meal (lit.: to drink tea and leave)
чакыр-	to call, to invite
чал-	to ring, to call (on the telephone)
чап-	to hit; to cut (with a tool)
чаптыр-	(causative) to have cut; to validate a bus ticket
чейин	(postpostion) till, to
чет	edge; suburb; foreign
чет тил	foreign language
чочко	pig
Чолпон-Ата	a town on the shores of the Isïk Köl
чон	great, important
чон рахмат	many thanks
чөп	grass; hay
чык-	to go out; to appear (law, newspaper, book, etc.)
чыгуу эшиги	exit
чын	true
чын эле	very true; it's very true

Шш

шаар	city
шаарда жүрүүчү транспорт	city transit
шаш-	to hurry
шашып жат-	to be hurrying
ширен	sweet
шыдыр	smooth; successful

Ыы

ыктымал	possibly, possible
ырай	condition, appearance
ырас	true,
ысык	hot
Ысык-Көл	Ïsïk Köl (Lake Ïsïk, lit.: hot lake)
Ысык-Көл аймагында	in the region of the Ïsïk Köl

Ээ

эже	older sister
эжеке	respectful form of address for an elderly lady
экен	particle; in statements: indeed (as I know it now); in questions: I wonder, ...
эл	country, people
эл аралык	international
эле	particle; emphasizes the preceeding word
эмес	is not
эми	now
эмне	what
эмнеге	why
эң	particle forming superlative
эң сонун	the very best
эрте	early
эртеси	the next day
эртен	tomorrow

эртен менен	early in the morning
эртенки	(adj.) tomorrow's
эс	memory; mind
эсимде жок	I don't remember
эт	meat
эч	no ... (as in no one, etc.)
эч качан	never
эч убакыт	never
эчак	long ago

KIRGHIZ-ENGLISH WORD LIST

TERMS OF OCCUPATIONS

ашпозчу	cook
жумушчу	worker
жазуучу	writer
журналист	journalist
студент	student
окуучу	student; pupil
окутуучу	teacher
мугалим	teacher; scholar
сатуучу	salesperson
алуучу	buyer; customer
тарихчи	historian
тилчи	philologist, linguist
илмий кызматкер	research worker
ректор	rector: director of an institute; president of a university
учкуч	pilot
бухгалтер	(<German) book-keeper, accountant
малчи	cattle breeder

EXPRESSIONS OF TIME

тез	quick
азыр	now
азыр эмес	not now
азыр эле	right now (at once)
эч качан	never
кеч	late
кечинде	evening, in the evening
кечее	yesterday
эрте	early
эртен менен	early in the morning
күн	day

түн	night
түндө	at night
сутка	twenty-four hours
эртең	tomorrow
эртеси	the next day
бүрсүгүнү	the day after tomorrow
жума	week
ай	month
жыл	year
өткөн жума (ай, жыл)	past week (month, year)
келерки / келеси жума (ай, жыл)	coming (next) week (month, year)

THE CALENDAR

Days of the Week

дүйшөмбү (күнү)	Monday
пейшемби (күнү)	Tuesday
шаршемби (күнү)	Wednesday
бейшемби (күнү)	Thursday
жума (күнү)	Friday
ишемби (күнү)	Saturday
жекшемби (күнү)	Sunday

Months of the Year

үчтүн айы (январь)	January
бирдин айы (февраль)	February
жалган куран (март)	March
чын куран (апрель)	April
бугу (май)	May
кулжа (июнь)	June
теке (июль)	July
баш оона (август)	August
аяк оона (сентябрь)	September
тогуздун айы (октябрь)	October
жетинин айы (ноябрь)	November
бештин айы (декабрь)	December

(Кырчын: 1992: Август, p. 12)

SIGNS AND DIRECTIONS

Автобус (Троллейбус) токтоочу жер	Bus (Trolley) stop
Такси туруучу жер	Taxi stand
Кирүү эшиги	Entrance
Чыгуу эшиги	Exit
он жакта	on the right
сол жакта	on the left
бет алды / туура	straight ahead
Машина тургузулбайт!	No parking
Машина коюучу жер	Parking place
бир жактуу жүрүш	one-way traffic

USEFUL PHRASES IN THE CLASSROOM

жазып беринизчи!	please write down!
айтып коюнузчу!	please tell!
айтып беринизчи!	please tell me!
кайталап коюнузчу!	please repeat!
угунузчу!	please listen!
отурунуз!	please sit down!
уланта беринизчи!	go on please!
токтотунузчу!	please stop!
унутпаныз!	don't forget!
жайырак (катуурак) сүйлөнүзчү!	please speak slower (louder)!
дагы бир жолу окунузчу!	please read once more!

COLLOQIAL EXPRESSIONS:

абдан ыразымын	I am very pleased
абдан кубанамын	I am very glad
абдан кубанычтуумун	I am very glad
макулмун	I agree
мен ошондой ойлойум	I think so
өзүнүз билесиз	as you like (lit.: you know it yourself)
жан дилим менен	With pleasure!
түшүнүктүү	I understand, understandable

түшүнүксүз	I don't understand, it's not understandable
сак болуңуз	Be careful!
кирүүгө мүмкүнбү	May I come in?
кириниз	Please come in.
жардам бере алар бекемин	May I help (you)?
абдан аянычтуу, бирок ...	It is very regretful, but ...
өкүнүштүү!	That's a pity!
Кандай конун!	How wonderful!
эсимде жок	I don't remember

USEFUL WORDS (To Start a Sentence)

албетте	Of course,
арийне	Of course,
балкин	Perhaps,
мүмкүн	Possibly, possible
ыктымал	Possibly, possible
ырас	True,
баса	By the way,
бали	Well, well then
билем, билем	I know, ... I know ...
кечиресиз	Pardon; I beg your pardon, I am sorry
жанылбасам	If I am not mistaken,
менимче	In my opinion,
сизинче	In your opinion,
ошондой болсо да,	Nevertheless, (lit.: even if this is so)
ошону менен катар	Nevertheless, despite this,
айткандай эле	As one says,
айтканыңыз туура	What you said is correct,
турра айттыңыз	You said it correctly,
демек	That means,
бирок	But,
бакытка жараша	Fortunately,
бакытка жарашпай	Unfortunately,

NUMBERS

Cardinals

1 - бир	20 - жыйырма, 21 - жыйырма бир, ...
2 - эки	30 - отуз, 31-отуз бир, 32 - отуз эки, ...
3 - үч	40 - кырк, 41- кырк бир, 42 - кырк эки, ...
4 - төрт	50 - элуу, 51 - элуу бир, 52 - элуу эки, ...
5 - беш	60 - алтымыш ...
6 - алты	70 - жетимиш ...
7 - жети	80 - сексен ...
8 - сегиз	90 - токсон ...
9 - тогуз	100 - жүз, 101 - жүз бир, 120 - жүз жыйырма
10 - он	1000 - (бир) мин
11 - он бир	1000000 - милион (<Rus.)
12 - он эки, ...	0 - нөл (<Russ.)

Ordinals

Ordinals are regularly formed by adding *+(и)нчи /+(ы)нчы > +(ү)нчү /+(у)нчу* to the cardinals:

бир+инчи	first
алты+нчы	sixth
тогуз+унчу	ninth
он төрт+үнчү	fourteenth

Dates

Dates of years are stated in full numbers (not as in English nineteen ninety three). The last number takes the ordinal suffix, e.g.:

бир мин тогуз жүз токсон үчүнчү жыл — the year 1992

SHORT LIST OF SOURCE MATERIALS IN ENGLISH ON KIRGHIZ LANGUAGE, HISTORY, AND CULTURE

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